


1952

# Olivet Nazarene College Annual Catalog 1952-1953

Olivet Nazarene University  
*Olivet Nazarene University*

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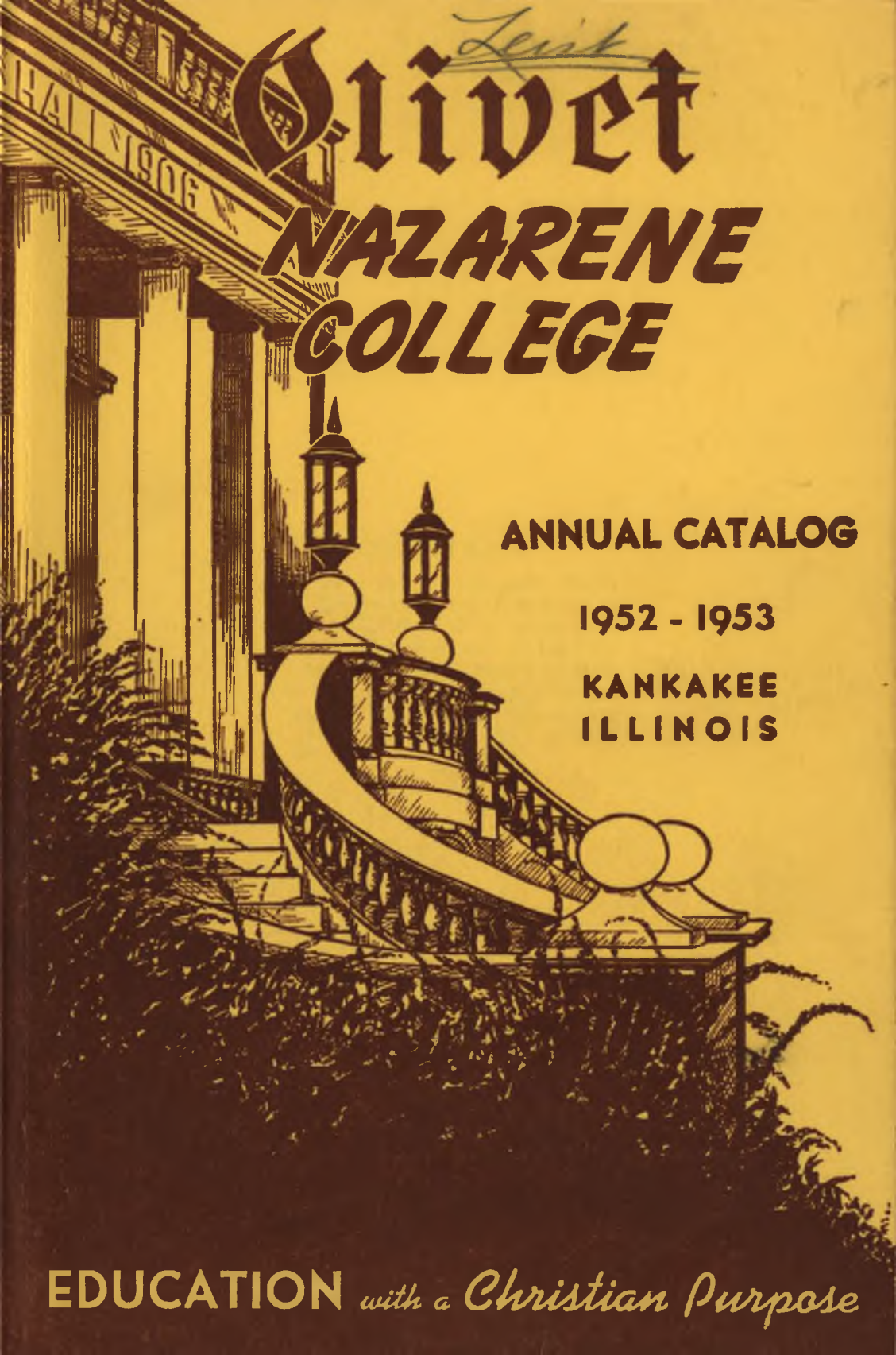
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*Levitt*  
**Olivet**

**NAZARENE  
COLLEGE**

**ANNUAL CATALOG**

**1952 - 1953**

**KANKAKEE  
ILLINOIS**

**EDUCATION** *with a Christian Purpose*

### ACCREDITMENT

Olivet Nazarene College is accredited as a Class A four-year-college by the University of Illinois. It is also accredited by the Illinois State Department of Education as a teacher training college. Credits from the college are readily transferable to other colleges and graduate schools.

# Olivet Nazarene College

• • •

ANNUAL CATALOG

*Forty-fourth Year*

1952-1953

• • •

KANKAKEE, ILLINOIS

# College Calendar, 1952-53

## 1952

JUNE 2-JULY 25—Summer School.

JUNE 21—Entrance Examinations for September, 1952.

AUGUST 22—Last day for regular filing of entrance applications.

SEPTEMBER 9, 10, 11, 12—Tuesday, Wednesday, Thursday, Friday,  
Freshman and Bible Certificate Course Orientation and Registration.

SEPTEMBER 13, 15—Saturday and Monday, Sophomore and Upper-  
classmen Registration.

SEPTEMBER 16—Tuesday, 7:30 A.M., Classes Begin.

OCTOBER 5-12—Revival Services.

NOVEMBER 14—Friday, Tip-Off Day (Homecoming).

NOVEMBER 9-21—Jessop Lectures on Holiness.

NOVEMBER 26—Wednesday, 12:20 P.M., Thanksgiving Recess Begins.

DECEMBER 1—Monday, 12:30 P.M., Thanksgiving Recess Ends.

DECEMBER 19—Friday, 12:20 P.M., Christmas Recess Begins.

## 1953

JANUARY 5—Monday, 12:30 P.M., Christmas Recess Ends.

JANUARY 19-23—Semester Examinations.

JANUARY 26—Monday, Second Semester Registration.

MARCH 22-29—Revival Services.

APRIL 1—Wednesday, 12:20 P.M., Easter Recess Begins.

APRIL 6—Monday, 12:30 P.M., Easter Recess Ends.

APRIL 25—Entrance Examinations for September, 1953.

MAY 5—Tuesday, Field Day.

MAY 20—Wednesday, Investiture Day.

MAY 21, 22, 25, 26—Semester Examinations.

MAY 24—Sunday, 10:30 A.M., Baccalaureate Sermon.

MAY 24—Sunday, 7:30 P.M., Annual Sermon.

MAY 26—Tuesday, 6:00 P.M., Phi Delta Lambda Dinner.

MAY 27—Wednesday, 12:00, Class Reunions.

MAY 27—Wednesday, 3:00 P.M., Alumni Business Meeting.

MAY 27—Wednesday, 6:30 P.M., Alumni Dinner.

MAY 28—Thursday, 10:00 A.M., Commencement Address.

JUNE 8-JULY 31—Summer School, 1953.

JUNE 27—Saturday, Entrance Examinations for September, 1953.

# Table of Contents

	Page		Page
OLIVET NAZARENE COLLEGE CALENDAR.....	2	Woodwinds and Brass .....	55
BOARD OF TRUSTEES.....	4	Theory .....	57
ADMINISTRATIVE OFFICERS.....	5	Music Education .....	62
Faculty Committees.....	5	Art .....	63
FACULTY .....	6	DIVISION OF LANGUAGES AND LITERATURE .....	65
GENERAL INFORMATION..	12	Classical Languages and Literature .....	65
History .....	12	English Language and Literature .....	67
Accrediment .....	14	Modern Languages and Literature .....	69
Institutional Objectives .....	14	Speech .....	72
Organizations and Activities .....	15	Radio .....	73
Rules of Conduct .....	17	DIVISION OF NATURAL SCIENCES .....	74
General Expenses .....	19	Biological Sciences .....	74
ACADEMIC INFORMATION 23		Chemistry .....	76
Admission Requirements....	23	Mathematics and Astronomy .....	77
Registration Requirements..	25	Physics .....	79
GRADUATION REQUIREMENTS .....	29	DIVISION OF RELIGION AND PHILOSOPHY .....	81
General Requirements .....	29	Biblical Literature .....	81
Bachelor of Arts.....	31	Doctrinal Theology .....	84
Bachelor of Science .....	31	Historical Theology .....	85
Bachelor of Theology .....	35	Practical Theology .....	86
Bachelor of Music .....	36	Religious Education .....	88
Pre-Medical Curriculum .....	36	Bible Certificate Course .....	90
Pre-Engineering Curriculum .....	37	Biblical Studies Program....	92
Pre-Actuarial Science Curriculum .....	37	Philosophy .....	93
COURSES OF STUDY .....	37	DIVISION OF SOCIAL SCIENCES .....	96
DIVISION OF EDUCATION, PSYCHOLOGY AND PHYSICAL EDUCATION ..	39	Business Administration .....	96
Education .....	39	Economics .....	99
Psychology .....	42	History .....	100
Library Science .....	44	Home Economics .....	103
Physical Education .....	44	Political Science .....	105
DIVISION OF FINE ARTS..	47	Sociology .....	105
Music .....	47	DEGREES GRANTED IN 1951 .....	108
Piano .....	49	CATALOG OF STUDENTS, 1951-52 .....	110
String Instruments .....	52	INDEX .....	121
Organ .....	52		
Voice .....	53		

## Board of Trustees

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Bassett, Paul G., Norwood, Ohio  
Chalfant, E. O., D.D., Kankakee, Illinois  
Davis, L. C., Bedford, Indiana  
Eckley, L. E., Peoria, Illinois  
Franklin, George, D.D., Valparaiso, Indiana  
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Gibson, Donald J., Milwaukee, Wisconsin  
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Stofer, T. W., Indianapolis, Indiana  
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Swearengen, J. W., Evansville, Indiana  
Thomas, H. W., Lansing, Michigan  
Towns, Jesse, Clermont, Indiana  
Trueax, J. T., Alexandria, Indiana  
Welsh, F. A., Piedmont, Missouri.

## ADMINISTRATIVE OFFICERS

Harold W. Reed, M.S., Th.D., President  
 Carl S. McClain, M.A., Dean  
 R. Wayne Gardner, M.A., D.D., Dean of Students  
 Ralph E. Perry, A.B., Th.B., M.A., Registrar and Veterans Counselor  
 Charles L. Henderson, Business Manager  
 Charles Ide, Field Representative  
 Ruth E. Gilley, M.A., B.S. in Library Science, Librarian  
 Paul Schwada, B.S., Th.B., M.A., Dean of Men  
 Kathryn Zock, Mus. M., Dean of Women  
 Esther Tripp, A.B., Bookkeeper  
 Lauren I. Seaman, M.D., College Physician  
 Ruth Lane, R.N., College Nurse

## FACULTY COMMITTEES 1952-53

(The President of the College is an ex officio member of all committees)

ADMINISTRATIVE COUNCIL: Harold W. Reed, Chairman; C. S. McClain; R. Wayne Gardner; Ralph E. Perry; C. L. Henderson.

PUBLIC RELATIONS: C. L. Henderson, Chairman; Charles Ide; R. L. Lunsford; Walter B. Larsen; D. J. Strickler; Marvin Taylor.

CURRICULUM AND CATALOG: C. S. McClain, Chairman; A. Bond Woodruff; Walter B. Larsen; Coral E. Demaray; J. B. Mack; J. Russell Gardner; L. G. Mitten; Ralph E. Perry; W. D. Rice; William P. Sloan.

CHAPEL PROGRAM: J. Russell Gardner, Chairman; Ella Leona Gale; Winona Kell; R. L. Lunsford; Leo Slagg; Gerald Green; Jo Ann Major.

PERSONNEL: R. Wayne Gardner, Chairman; P. L. Schwada; Kathryn Zook; Leo Slagg; Willis E. Snowbarger.

ADMISSIONS AND SCHOLARSHIP: W. E. Snowbarger, Chairman; Ralph E. Perry; C. S. McClain; LeRoy Brown; Coral E. Demaray; Harvey Humble; R. L. Lunsford; William P. Sloan.

ATHLETICS: Leo Slagg, Chairman; Ivan Smith; R. Wayne Gardner; Marvin Taylor; Don Bell; Marilyn Starr; Cal Johnson.

LIBRARY: W. E. Snowbarger, Chairman; Ruth Gilley; R. Wayne Gardner; Coral E. Demaray; Robert Glover; Marvin Taylor; A. Bond Woodruff.

CALENDAR AND STUDENT ACTIVITIES: Ralph E. Perry, Chairman; R. Wayne Gardner; LeRoy Brown; Wanda Donson; Naomi Larsen; Ivan Smith.

LOANS AND SCHOLARSHIPS: L. G. Mitten, Chairman; Ralph E. Perry; C. L. Henderson; Charles Ide; J. F. Leist.



# F a c u l t y

■ ■ ■

HAROLD W. REED, 1949 *President of the College,  
Professor of Theology*

A.B., 1932, Colorado College; M.S., 1934, Colorado State College; Th.D., 1943, University of Southern California; D.D., 1951, Bethany-Peniel College. President Bresee College, 1936-40; Professor of Religion, Pasadena College, 1940-42; Vice-President and Dean of Religion, Bethany-Peniel College, 1942-44. Pastorates Newton, Kansas and Huntington, Indiana, 1944-49.

CARL S. McCLAIN, 1923 *Dean of the College; Professor of  
English, Chairman of Department*

A.B., 1923, Olivet Nazarene College, M.A., 1932, University of Illinois. Northwestern University.

## PROFESSORS

CORAL E. DEMARAY, 1944 *Professor of Classical Languages  
and Biblical Literature; Chairman,  
Division of Languages and  
Literature*

A.B. (Education) 1924, A.M. (Latin), 1925; Ph.D. (Greek & Latin), 1941, University of Michigan; Pendleton classical fellow University of Michigan.

J. RUSSELL GARDNER,  
1946 *Professor of Religion and Phil-  
osophy; Chairman of Division of  
Religion and Philosophy*

A.B., 1925, Muhlenberg College; M.A., 1928, University of Southern California; D.D. 1945, Pasadena College; Occidental College, University of Southern California; Berkeley Baptist Divinity School, University of California; University of Illinois.

R. WAYNE GARDNER, 1951 *Dean of Students  
Professor of Mathematics  
Chairman of Department*

B.S., 1918, Olivet Nazarene College; M.A., 1924, Boston University; D.D., 1934, Olivet Nazarene College; Boston University, University of Minnesota, and Iowa State College; Head, Mathematics Department, Eastern Nazarene College, 1920-30; President of Eastern Nazarene College, 1930-36; Vice-President, Head of Mathematics Department, Northwest Nazarene College, 1936-42; Chaplain in U. S. Army, 1943-46; Assistant Professor of Mathematics, Drake University, 1946-51.

NELLIE O. HARDIN, 1946 *Professor of Romance Languages*

A.B., 1919, Indiana Central College; Butler University; M.A., 1932, Indiana University, Student Grenoble University (France); Johns Hopkins University.

## NAOMI LARSEN, 1935

*Professor of Piano and Voice;  
Chairman of Piano Department*

B.Mus., 1933, Olivet Nazarene College; Mus.M., 1941 (voice) and 1947 (piano), American Conservatory of Music, Chicago; Bethany Lutheran College (Kansas). Kansas City Conservatory of Music and University of Illinois. Pupil of Evangeline Lehmann, Thure Jaderborg, Louise Robyn, Elaine DeSellem, Dorothy Bowen, and Madame Olga Samaroff.

## WALTER B. LARSEN, 1930

*Professor of Theory and Choral  
Music; Chairman of Division of  
Fine Arts*

B.Mus., 1941; Mus.M., 1943, American Conservatory of Music, Chicago; Western Conservatory (North Dakota). MacPhail School of Music (Minnesota), Bethany Lutheran College (Kansas), University of Illinois. Pupil of Gabriel Fenyves, Louise Robyn, Stella Roberts, Mrs. Edward MacDowell, George Liebling and Stanley Avery.

## JAMES B. MACK, 1947

*Professor of Zoology, Acting  
Chairman Division of Natural Sci-  
ences*

A.B., 1901, Syracuse University; University of Chicago; M.A., 1914, Kansas University; Ph.D., 1929, Ohio State University. Chairman Biology Department, Professor of Zoology, Wheaton College, 1929-47.

## LLOYD G. MITTEN, 1944

*Professor of Business Administra-  
tion and Economics; Chairman of  
Division of Social Sciences*

B.S., 1929, Indiana University; M.S., 1930, Indiana University; Ph.D., 1939, State University of Iowa; Indiana University; State University of Iowa. Visiting Lecturer in Economics, Indiana University, Summers, 1946-47.

## RALPH E. PERRY, 1948

*Registrar; Professor of Education,  
Chairman of Department*

Th.B., 1939, A.B., 1941, Olivet Nazarene College; M.A. 1942, University of Illinois; Ph.D., 1952, Bradley University.

## LEO W. SLAGG, 1947

*Professor of Romance Languages  
Acting Chairman Department of  
Modern Languages*

A.B., 1923, John Fletcher College; M.A., 1937, State University of Iowa; Professor of French and Spanish, Kletzing College, 1923-47.

DWIGHT J. STRICKLER,  
1930

*Professor of Biological Science  
Chairman of Department*

A.B., 1929, Olivet Nazarene College, M.S., 1940, Michigan State College, Ohio State University.

PERCIVAL A. WESCHE,  
1945

*Professor of Church History;  
Chairman of Department*

A.B., 1934, Taylor University; B.D., 1938, Asbury Theological Seminary; M.A. (Theology) 1941, Winona Lake School of Theology; M.A., 1945, University of Chicago. Chicago Theological Seminary, Oklahoma University, Northwestern University.

## ASSOCIATE PROFESSORS

ELLA LEONA GALE, 1945 *Associate Professor of Organ and  
Chairman of Department.*

Associate Member of American Guild of Organists, A.A.G.O., 1907; Mus.D., 1950, Olivet Nazarene College; Guilman Organ School (New York); Methuen Organ Institute (Mass.) Pupil of Everett Truette, J. Warren Andrews, H. G. Bernstein, Dr. William C. Carl, Ernest White and E. Power Biggs.

RUTH E. GILLEY, 1939 *Librarian; Associate Professor of  
Library Science.*

A.B., Olivet Nazarene College; M.A., 1932, Ohio State University; University of Kentucky; B.S. in L. S., 1946, University of Illinois; Cincinnati Conservatory of Music.

HARVEY HUMBLE, 1946 *Associate Professor of History*

A.B., 1937, M.A., 1938, University of Illinois; University of Wisconsin.

R. L. LUNSFORD, 1943 *Associate Professor of Theology  
and Biblical Literature. Chairman  
of Practical Theology Department.*

Th.B., 1935, Bethany-Peniel College; M.A. in Theology, 1937, Marion College; University of Chicago Divinity School, Chicago Theological Seminary.

WILLIAM DAVID RICE, *Associate Professor of Physics and  
1940 Mathematics*

A.B., 1928, Asbury College; M.A., 1933, University of Illinois; Lincoln Engineering School, Lincoln, Nebraska.

WILLIS E. SNOWBARGER, *Associate Professor of History  
1949 Chairman of Department*

A.B., 1942, Bethany-Peniel College; M.A., 1947, University of Oklahoma; Ph.D., 1950, University of California.

A. BOND WOODRUFF, 1950 *Associate Professor of Psychology;  
Chairman of Division of Education  
and Psychology*

A.B., 1941, Th.B., 1942, Olivet Nazarene College; M.A., 1948, Ohio State University; Ph.D., 1951, Ohio State University; Instructor, Ohio State University; Chaplain U. S. Army, 1945-47.

## ASSISTANT PROFESSORS

BLANCHE BOWMAN, 1946 *Assistant Professor of English*

B.S., 1920, M.S., 1940, Kansas State College; Purdue University, University of Wisconsin.

LEROY BROWN, 1951 *Assistant Professor of Speech,  
Acting Chairman of Department*

A.B., 1947, Greenville College; M.A., 1949, University of Illinois; Student instructor in Speech, University of Illinois, 1947-49; Graduate Assistant Director of Practice Teaching, Bradley University, 1950-51.

WANDA DONSON, 1944 *Assistant Professor of Biblical Literature and Theology*

Ball State Teachers College; Th.B. 1942, A.B. 1944, M.Th., 1945, Olivet Nazarene College.

ELIZABETH S. ENDSLEY, 1947 *Assistant Professor of Education and Mathematics*

Illinois Wesleyan University; B.E.D. 1929, Illinois State Normal; M.A., 1933, University of Illinois; University of Chicago, Northwestern University.

SHELDON FARDIG, 1949 *Assistant Professor of Music Education and Brass Instruments and Acting Chairman of the Department of Music Education*

A.B., 1940, Carleton College; M.M. Ed., 1950, Northwestern University. Pupil of Max Pottag, John W. Beattie and George Howerton.

ROBERT W. GLOVER, 1951 *Assistant Professor of Music Literature and History, Chairman of the Department*

B.Mus., B.M.Ed., 1941, Knox College; M.S., 1942, University of Illinois; M.S.M., 1948, Union Theological Seminary; Licentiate, 1948, Fellowship, 1949, Trinity College of Music, London; Associate, 1948, Choirmaster, 1949, American Guild of Organists; American Conservatory of Music, University of Chicago, Columbia University, College of St. Nicolas of the Royal School of Church Music, Canterbury, England; S.M.D., Union Theological Seminary, 1952. Pupil of Hugh Porter, Norman Coke—Jephcott, André Marchol and Marcel Dupré.

GERALD GREENLEE, 1941 *Assistant Professor of Voice*

B.Mus., 1941, Olivet Nazarene College; M.Mus., 1951, American Conservatory of Music, Chicago. Pupil of John Colville Dickson, Frances Ernest and Elaine DeSellem.

WINONA DAY KELL, 1951 *Assistant Professor of English*

A.B., 1923, Asbury College; M.A., 1948, University of Kentucky.

WANDA KRANICH, 1947 *Assistant Professor of Piano and Theory*

B.Mus., 1947, Olivet Nazarene College; Mus.M., 1951, American Conservatory of Music, Northwestern University. Master classes in organ and church music, Evergreen, Colorado, 1950 summer session. Pupil of Louise Robyn, Stella Roberts, Dr. Frank Van Dusen.

F. O. PARR, 1947 *Assistant Professor of Sociology and History. Acting Chairman Department of Sociology*

A.B., 1933, Hardin-Simmons Seminary; M.A. 1947, Indiana State Teachers College.

PAUL L. SCHWADA, 1948 *Dean of Men, Assistant Professor of Education*

B.S., 1938, State Teachers College, Kirksville, Missouri; Th.B., 1941, Olivet Nazarene College; M.A., 1943, University of Chicago. University of Missouri, Nazarene Theological Seminary.

- WILLIAM P. SLOAN, 1949** *Assistant Professor of Education; Director of Teacher Education*  
 A.B., 1930, Asbury College; M.Ed., 1947, University of Pittsburgh.
- BERNICE TAYLOR, 1943** *Assistant Professor of Theory and Piano and Chairman of Department of Theory*  
 B.Mus., 1943, Olivet Nazarene College; Mus.M., 1946, American Conservatory of Music, Chicago. Pupil of Stella Roberts and Louise Robyn.
- MARVIN J. TAYLOR, 1948** *Assistant Professor of Biblical Literature and Philosophy*  
 Th.B., 1943, Olivet Nazarene College, B.D., 1946, McCormick Theological Seminary; M.A., 1949, University of Chicago; University of Illinois.
- ESTHER WELSH, 1947** *Assistant Professor of Business Administration*  
 B.S. in Education, 1940, M.A., 1946, Ohio State University.
- KATHRYN ZOOK, 1942** *Dean of Women, Assistant Professor of Voice; Chairman of Department*  
 B.Mus., 1943, Olivet Nazarene College; Mus.M., 1948, American Conservatory of Music, Chicago. University of Illinois. Pupil of Stella Roberts, Elaine DeSellem, Frances Grund, and Dorothy Bowen.

## INSTRUCTORS

- LEONARD E. ANDERSON, 1950** *Instructor in Business Administration and Economics*  
 B.S., 1949, St. Louis University.
- KENNETH BADE, 1949** *Instructor in Piano*  
 B.Mus., 1949, Olivet Nazarene College, Pupil of Dr. Frederick Marriott, Organist at Rockefeller Memorial Chapel, University of Chicago.
- JESSIE A. COBURN, 1951** *Instructor in Home Economics, Acting Chairman of Department*  
 A.B., 1946, Kletzing College; M.S., 1951, Iowa State College.
- JEWELL FLAUGHER, 1947** *Instructor in Violin and Acting Chairman of Department of Strings*  
 B.Mus., 1948, Olivet Nazarene College; American Conservatory of Music, Chicago. Pupil of Scott Willits.
- MARION A. GARDNER, 1947** *Instructor in Piano*  
 Pasadena College; Sherwood School of Music, Chicago.

LOIS MICHELS LYONS, 1951     *Assistant Librarian and In-*  
  *structor in Library Science*

A.B., 1948, Olivet Nazarene College; M.S. in L. S., 1951, University  
of Illinois.

LORENE PERRY, 1949             *Instructor in Piano*

B.Mus., 1939, Olivet Nazarene College, Millikin University. Pupil  
of Jose Echaniz.

IVAN L. SMITH, 1950            *Instructor in Physical Education*  
  *Acting Chairman of Department*

B.S., 1950, Olivet Nazarene College; Indiana University.

# General Information

## HISTORY

What is now Olivet Nazarene College had its earliest beginning as an elementary school at Georgetown, Illinois, in 1907. The project was supported by a group of devout people who desired a distinctly Christian atmosphere for the education of their children. In 1908 the school was moved to a point three miles south (now Olivet, Illinois), where several acres of land had been purchased for school purposes, and enlarged to include a secondary department. In 1909 the school became a college of liberal arts, and as a result of local efforts the school constantly expanded and modern buildings were erected.

In 1912 the Church of the Nazarene received the college, then known as Illinois Holiness University, as a gift from the local trustees, and the building program was continued. In 1921 the name was changed to Olivet College. By 1939 the plant consisted of five brick structures and several frame buildings on a fourteen-acre campus.

In November, 1939, the administration building that housed the classrooms, library, laboratories, offices, and chapel, was destroyed by fire. After considering the possibilities of building, together with the expansion program necessary to the future development of the rapidly growing college, the trustees purchased the present campus at Kankakee, Illinois, which was formerly the home of St. Viator College. In 1940 the school was moved to the new campus and the name was changed to Olivet Nazarene College.

The institution has maintained the spiritual emphasis with which it was launched, while seeking a constant improvement of its educational program. It is a denominational school, owned and controlled by the Church of the Nazarene. Its success and continued progress are due to the loyal support of the Nazarene churches in the states of Michigan, Ohio, Indiana, Missouri, Iowa, Wisconsin, and Illinois, which comprise its rapidly growing constituency.

## LOCATION

Olivet Nazarene College is located in the village of Bourbonnais, a suburb of Kankakee, Illinois, sixty miles south of Chicago. The campus is situated on U. S. Highway 52 and State Highways 45 and 113N. Kankakee is served by two railroads: the Illinois Central and New York Central; and three bus lines: The Greyhound, the Trailways, and the Southern Limited. Frequent service of these facilities makes the city easily accessible from all parts of the country. City buses from Kankakee pass the campus. Trunks sent by freight or express should be sent in care of Olivet Nazarene College, Kankakee, Illinois. Mail, telegraph, and telephone connections are made by way of Kankakee, Illinois. The telephone number of the school is 3-3344.

Kankakee is the county seat of Kankakee county. The metropolitan area has a population of about 30,000. Kankakee is a very thriving city, one of the fastest growing cities of Illinois and, in fact, of the United States. It has beautiful residential sections along the banks of the picturesque Kankakee River, and through its many manufacturing plants offers ample opportunity for employment. The beautiful and historic Kankakee Valley, with its picturesque landscapes, wooded slopes, and out-croppings of limestone formations, makes a very desirable setting for a college.

The location gives the college many advantages. Students enrolling in Olivet Nazarene College have the opportunity of earning part of their expenses in the many factories and business places of Kankakee. Two large state hospitals furnish opportunity for psychological study. The nearness of the school to Chicago lends the cultural advantages of the large city. Classes make field excursions to the different points of interest.

## BUILDINGS AND GROUNDS

The main campus of Olivet Nazarene College contains ninety-two acres. Approximately half of this area has been added recently, a part of which has been sub-divided for residences. The campus is arranged so as to provide ample space for buildings and athletic fields, as well as a trailer camp with a modern utility house and a group of recently-built student houses, known as Elm Park Village. There are nine buildings on the main campus, consisting of Burke Hall, an administration building; three residence halls, Chapman Hall, Williams Hall, and Walker Hall; the Birchard Gymnasium and elementary school, the Miller Dining Hall, a heating plant, a music practice building and a large frame building containing five classrooms and ten offices, constructed by the U. S. Government. The tenth building is Goodwin Hall, across the highway from the main campus, in which is quartered the Fine Arts Division. An area of eleven acres of additional ground is included in this purchase. In addition to these buildings are the twenty-four units of housing for ex-service men put on the campus by the U. S. Government. Three frame houses have been purchased as faculty residences.

Burke Hall is a large four-story fireproof structure of Bedford limestone. Most of the offices and classrooms, a reception room, the library, and the biological laboratories are housed in this building. An English type chapel known as Howe Chapel is located on the basement floor. The Kelley Prayer Chapel, a student devotional center, is on the second floor.

Chapman Hall is also built of Bedford limestone. The rooms are large and well ventilated, with hot and cold running water in each room. A large parlor is located on the basement floor. The building accommodates 230 students.

Williams Hall is of steel, brick, and stone construction, and completely fireproof, housing 222 students.

Miller Dining Hall is spacious and the kitchen is modern and built for convenience and efficiency. A large basement provides ample storage space. In addition to the dining hall, the school operates a restaurant in the north wing of the building known as "The Nook."

The gymnasium is of recent construction and would do credit to any college or university. There is a large playing floor surrounded by locker rooms, club rooms, and showers. There is also a splendid running track and a modern indoor swimming pool.

The heating plant is constructed of brick and stone. The Chemistry Department known as the Sanford Laboratories is housed on the third floor of this building.

Each of the five principal buildings has a student social center. Besides the parlor of Williams Hall and the reception room of Burke Hall, are "The Nook" in Miller Hall, "The Wagon Wheel" in Birchard Hall, and the student lounge in Chapman Hall.

## THE LIBRARY

The library of Olivet Nazarene College is located on the second floor of Burke Hall. The large reading room provides ample space, in a cheerful atmosphere, for reference work, reading of periodicals, and study. A space for library stacks with a capacity of 20,000 volumes, is being filled rapidly. The classified collection of octavo, piano, orchestra, voice, and organ music offers to the music student the opportunity to study many scores. In addition, the library maintains a collection of approximately seven hundred musical recordings for the use of the classes in musical literature and of advanced students in applied music. These are housed in a record library which adjoins a listening room in Goodwin Fine Arts Hall. Any student may borrow records for use in the listening room at the hours the record library is open.



Since October, 1946, the College Library has been a selective U. S. Government depository. Many valuable government documents and periodicals are received regularly. This collection is a rapidly growing part of the library.

Some of the special collections which the library has are in the fields of religious education, holiness literature, and missions.

In building its collection the library has the following objectives: First, to furnish the required collateral reading for the courses offered; secondly, to provide materials for the special interests of the students; third, to provide reading in the field of the cardinal doctrines of the Church of the Nazarene; fourth, to supply materials for the continued growth of the faculty; and fifth, to provide appropriate material to meet some of the recreational needs of the students and faculty. The library is the depository not only of books, but also of maps, pamphlets, and periodicals.

The physical equipment of the library is being improved from time to time. As the need demands, new tables, chairs, and bookshelves are added. A beautiful oak charging desk and matching catalog cabinets are already part of the equipment.

## ACCREDITMENT

Olivet Nazarene College is accredited by the University of Illinois as a Class A four-year college. It is also accredited by the Illinois State Department of Education as a teacher training college. Graduates are admitted to the Graduate School of the University of Illinois and other institutions with full graduate status. Undergraduates receive hour-for-hour credit in the undergraduate colleges.

The college is a participant in the liberal arts study of the North Central Association of Colleges and Secondary Schools.

## INSTITUTIONAL OBJECTIVES

Olivet Nazarene College is an institution of the Church of the Nazarene, and recognizes as of paramount importance the fundamental beliefs, principles, and emphases sponsored by the Church which it represents. It seeks to provide a well-rounded education in an atmosphere of Christian culture. An effort is put forth to lead all who are not established in Christian faith into the experience of full salvation and to foster in all students the development of Christian graces.

The objectives of the college may be summarized as follows:

- I. To assist the student in developing a wholesome and well-integrated Christian personality, thus preparing him for intelligent Christian citizenship.
- II. To provide a general training with a view to developing in the student:
  1. A knowledge of the Bible and an appreciation of it as the revealed Word of God and the foundation of Christian doctrine, experience, and life.
  2. A sense of moral and spiritual values that will produce conviction, self-confidence, poise, and discrimination in life's choices.
  3. Ideals of Christian democracy and an acquaintance with the institutions of modern society and the problems that face the world today.
  4. Habits of constructive, critical thinking and effectiveness in oral and written communication.
  5. An understanding of the nature of science and its relation to

- Christian philosophy, and some ability in the use of the scientific method in the various fields of knowledge.
6. Appreciation and participation in the aesthetic areas of literature, music, and art, which will enable the student to enjoy the finer aspects of our cultural heritage.
  7. Social poise, cooperativeness, and the exercise of consideration and good taste in human relationships.
  8. Wholesome personal habits and an acquaintance with the laws of health and physical development, including a proper use of leisure and participation in a well-balanced recreational program.
- III. To provide students with the opportunity of concentration in chosen fields of learning, including:
1. Major work leading to graduate study.
  2. Pre-professional courses leading to further study in medicine, law, and engineering.
  3. Specialized training in certain vocational areas such as teaching, business administration, home economics, music, and social service.
- IV. To provide fundamental training in the several areas of the Christian ministry and in lay religious leadership.

## ORGANIZATIONS AND ACTIVITIES

1. *Publications.* The students of Olivet sponsor two publications, the Aurora, a college annual which has been issued without interruption since 1914, and the Glimmerglass, a bi-weekly newspaper which was launched in 1940. These publications provide a highly valuable channel for the display of literary and artistic talent and add greatly to the interest of school life. The Olivet Collegian is a quarterly published by the college.

2. *Departmental Clubs* provide avenues of expression of special educational interests. These include the Olivet Linguistic Club, the Platonian (philosophy) Club, the Future Teachers of America, an Intercollegiate Debate Club, the Science Club, the Organ Guild, the English Guild, the Music Education Club, the Home Economics Club, the Public Affairs Club, and the Sociology Club.

3. *The Student Council*, the governing unit of the organization of Associated Students of Olivet Nazarene College, is a liaison organization between the students and the administration. All matters of interest to the student body which it desires to have presented to the administration or to the faculty are presented through the Council. It is the function of the Council to interest itself in all activities of the student body.

4. *The Women's Residence Association* is an organization seeking to uphold the standard of our college, "Education with a Christian Purpose" by enacting and enforcing house rules for women residents. Among its worthy projects are open house, investiture tea, big-little sister social functions, spiritual counseling and the promotion of correct social behavior. All students in the women's residence halls are *ipso facto* members. The W.R.A. Council consists of four senior, four junior, three sophomore, two freshmen and two high school representatives.

5. *The student body* is divided into three athletic clubs for intramural athletics. These societies are known as the Spartans, Indians, and Trojans. There are two "O" Clubs, made up of letter men and letter women. An extensive program of athletics is carried out during the year beginning with soft ball, carrying through with basketball, track and

field events, and baseball. The three societies compete in these fields, suitable trophies being awarded at the end of the year, both to the winning society and to the high point individuals, both men and women. A special trophy is given to the athlete voted by the student body to be the one showing the best sportsmanship throughout the year. Besides the basketball tournament (both men's and women's divisions), among the three clubs, there is a spirited basketball tournament between the classes, which always follows the inter-society tournament. In addition there is a tennis and table tennis tournament in which students compete for honors. The splendid field house on the campus, including an indoor running track, showers, and an excellent swimming pool, adds greatly to the interest and effectiveness of the athletic program at Olivet.

6. *Student religious organizations* include the Ministerial Fellowship, the Christian Workers Band, the Student Prayer Band, and the Missionary Band. These are very active organizations and help to preserve a wholesome spiritual atmosphere as well as to provide an outlet for spiritual energy in the conducting of jail services and in other special activities. The Daughters of Martha Ann Wines is an organization of women ministerial students. The Ministerial Fellowship meets a distinct need of the ministerial students on the campus. It comprises all who are called to the ministry whether in the pastoral, evangelistic or missionary field, regardless of their academic status. Its aims are briefly (1) to promote Christian fellowship and personal piety, (2) to secure the solution of personal problems in the ministry, (3) to increase the general efficiency of each member in terms of Christian leadership, (4) to provide our ministers-in-training the opportunity to hear representative speakers from the various departments of our church work, and (5) to secure, through united prayer and effort, the maximum of Divine blessing upon the Fellowship, the college, the church, and the world at large.

7. *Music Organizations.* The college choirs provide opportunity for musical expression to experienced vocal students. Membership is on a competitive basis. Activities include appearances in church services, concerts on the campus and in the city, and an annual concert tour of the college educational zone.

The Olivet Symphony, String Quartet, and Band are all instrumental organizations whose activities include public performances in chapel, social gatherings, formal commencement concerts, and athletic events.

Interest in small ensemble singing is encouraged by the Division of Fine Arts. Quartets and trios represent the college on various local and community programs, and in the educational zone during the summer months.

## RELIGIOUS LIFE

While Olivet Nazarene College is an institution of the Church of the Nazarene, it is not strictly sectarian. Members of different churches enroll each year and enjoy all the privileges and opportunities offered. The spiritual life of the student body is of vital interest to the college. Therefore, all possible opportunities are given for spiritual development.

The College Church provides the student with a real church home while he is in College, the pastor being a true spiritual advisor for all students, whether members of the church or not. It has a well organized Sunday School; and youth departments under spiritual and aggressive leadership provide many opportunities for Christian service. The N. Y. P. S., the Pioneers, the Sentinels, the two young Women's Foreign Missionary Societies, and the Student Prayer and Fasting League all provide for the outlet of many and varied student talents.

Opportunities for Christian service off the campus are provided by the Christian Service Committee. The church also brings to the campus



COMMENCEMENT



BIRCHARD HALL (Gymnasium)

many outstanding speakers and Christian workers for seminars, conventions, and revivals in the course of each year.

Sunday services and mid-week prayer meetings are held in the college auditorium. Resident students are expected to attend at least two services on Sunday.

## RULES OF CONDUCT

The officers of the college to which students are immediately responsible in matters of conduct are the Dean of Men and the Dean of Women. These officers are responsible to the President through the Dean of Students and the faculty in personnel guidance to all students, not only those living on the campus but those living in their own homes. The house mother and house father and student advisors, who work with them and under their direction, will be of great assistance to all students.

Rules and practices of conduct are formulated with the welfare of the students as a whole in mind, and with a view to promoting the highest spiritual and scholastic attainments. The school reserves the right to request withdrawal on the part of any student who manifests an inability or disinclination to conform to the rules.

The students are expected to observe the following regulations:

1. They will refrain from the use of coarse or obscene language and from the use of tobacco and alcoholic liquors.

2. All forms of hazing are forbidden. Students will refrain from boisterous conduct about the buildings. The possession of firearms or explosives of any kind is forbidden.

3. Study hours shall be observed Monday through Thursday from 7:15 to 9:30, at which time students will be expected to be in their own rooms or in the library, and during which time quietness shall prevail in all living quarters and throughout the campus.

4. Students will refrain from attendance at questionable or cheap places of amusement, including the moving picture shows, dances, public bathing places, pool halls, and the like.

5. The College recommends that unmarried students not bring automobiles to the campus. Frequently it has been found that possession of an automobile is a distinct handicap to a student in achieving his educational goals. Consequently, possession and use of automobiles by students will be considered on a privilege basis, subject to the following regulations:

a) Students who have an automobile in their possession shall register it with the Dean of Men and obtain a permit for the operation of such automobile within the college community.

b) Automobiles used for student transportation shall be fully covered by liability and property damage insurance at all times.

c) Minors may not have an automobile permit without the written approval of parents.

d) Permit to operate an automobile may be revoked if the student violates the college rules and regulations by the use of his automobile or if he fails to maintain a satisfactory grade average, or to satisfactorily discharge his financial obligations.

6. Students are expected to be in the residence halls at 10:30 P.M. (11:00 P.M. on Friday). The normal retiring hour is eleven o'clock each evening (11:30 on Friday) at which time all students are expected to be in their rooms and quiet.

7. Quiet hour is observed in the residence halls on Sunday afternoon from 2:30 to 4:00. This is designed to be a time of spiritual refreshment and rest.

8. All students are expected to attend regularly Sunday School, morning and evening preaching services, and mid-week prayer meeting.

9. All campus leaves are subject to permission of the Dean of Men or the Dean of Women.

10. Students who room at private residences in town are under the same rules as students who room in the residence halls. Students who live in their own homes in the community are permitted to enjoy the usual privileges of the home as allowed by their parents. However, they will be expected to conform, in general, to the same rules of conduct followed by other students.

11. It is undesirable for students to be married during the academic school year. In no case will a student be permitted to marry without permission of the President of the College.

12. Girls riding in company with men in private cars will be required to secure permission from the Dean of Women.

13. The school has the authority to formulate reasonable rules at any time, in keeping with the standards and purposes of the institution.

14. Arrangements for single students living off the campus must be approved by the Dean of Men or Dean of Women.

15. The following is a statement for guidance in matters of dress: Olivet Nazarene College has traditionally sought Christian simplicity, modesty and propriety in dress and appearance. This is in harmony with the Bible and the Manual of the Church of the Nazarene. All students are expected to comply with the spirit as well as the letter of the general rules of the Church of the Nazarene in these matters.

## INSTRUCTIONS TO BOARDING STUDENTS

**THE DINING HALL.** The dining hall is open to all students. We provide wholesome food, sufficient in quantity and at a lower rate than can be furnished in private homes. The dining room is not only an eating place, but is also a place of refinement and social conversation, table etiquette and general courtesies. Arrangements for boarding off the campus must be approved by the President.

**BOOK STORE.** The College Book Store is in the administration building. All textbooks and school supplies may be purchased there. Students should arrange to pay cash for all purchases.

**POST OFFICE.** Post office facilities are provided for each student at a nominal fee. All resident students are required to have post office boxes. Mail deliveries are made twice daily.

**STUDENT EQUIPMENT.** Students will bring the following articles: bedspread, quilts, blankets, sheets, pillow, pillow cases, towels, toilet articles, desk lamps, rugs, draperies, and other home-like furnishings for the room. In each room there is a wardrobe, desk, dresser, bed, mattress, chairs, etc. The dormitories are comfortable and convenient in every respect, making a real home for the student.

**DORMITORY REGULATIONS.** Students are required to care for their own rooms and must observe the rules of the dormitory as stated in the Handbook. Students are not permitted to enter the rooms of other students without permission. The administration reserves the right for college officials or those designated by them to enter students' rooms at any time for inspection or other necessary purposes.

**DRESS REGULATIONS.** An extensive and elaborate wardrobe is unnecessary. Dresses in immodest or extravagant style are not permitted.

Simple clothing is in good taste. Girls will need a hat for Sunday morning church. Hose or ankle sox must be worn at all times. Girls are expected to wear stockings all day Sunday.

LAUNDRY. Many students mail their laundry home. Others patronize a commercial laundry within a few blocks of the campus. Metered self-service laundry equipment is available in the residence halls.

### GENERAL EXPENSES

The following is an itemized estimate of the cost of a regular course for one semester:

Registration Fee .....	\$ 10.00
*Board (Estimate—Cafeteria Style) .....	\$150.00-\$175.00
Single meals may be secured for 50c to 75c in our cafeteria.	
Room with heat and light .....	\$50.00-\$ 70.00
Tuition .....	\$125.00
Medical Fee .....	\$ 4.00
Activity Fee .....	\$ 7.75
Scale of tuition charges:	
12 to 18 hours, inclusive .....	\$125.00
6 to 11 hours (per hour) .....	\$ 10.50
5 hours or less (per hour) .....	\$ 12.00
In excess of 18 hours (per additional hour) .....	\$ 9.00

The registration fee for students carrying less than ten hours will be \$1.00 per hour.

Accounts are due and payable by the semester in advance. A carrying charge of 5% is charged against that portion of the account which is not paid at the beginning of the semester.

A 6% interest charge will be added to any unpaid portion at the end of the semester.

No degrees will be conferred or credit transferred until all financial obligations to the college have been met.

NOTE: The student body, acting on the recommendation of the Student Council, establishes a general student activities fee from year to year. This fee takes care of the Aurora (the college year book), the student newspaper, lyceum courses, and absorbs the ordinary class dues. The assessment voted by the student body is \$7.75 per semester. Occasionally the student body will vote a small fee for a special project. The above is intended to be a general guide and not an exact statement.

### LABORATORY AND SPECIAL FEES

Art Fee .....	1.50-2.00
Auditing Course (not for credit) .....	4.00
Biological Technique .....	4.00
Business Administration 53A .....	2.00
Chemistry 1, 2, 3, 4, per semester .....	6.00
Chemistry 65, 66, per semester .....	2.00
Chemistry 51, 52, 83, 84, 85, per semester .....	7.50
College Physics, per semester .....	6.00
College Graduation .....	12.00
Certificate Graduation .....	10.00
Each change in registration after first week .....	.50
Embryology, per semester .....	4.00
General Biology, per semester .....	5.00
General Botany, per semester .....	5.00
General Zoology, per semester .....	5.00
G.E.D. Examination .....	4.00
Histological Technique .....	4.00
Histology .....	3.00

\*This cost will vary with current foods costs.



Home Economics 21, 22, 68, per semester.....	5.00
Home Economics 9, 11, 12, 37, 54, 58, 75, 82, per semester	2.00
Key deposit for room.....	1.00
Late Registration.....	2.00-6.00
Lockers, per semester.....	50-1.00
Mail handling fee, per semester.....	.50
Music Certificate.....	3.00
Music Diploma.....	3.50
Office Practice Fee.....	5.00
Parasitology.....	3.00
Plant Anatomy.....	3.00
Plant Morphology.....	3.00
Practice Teaching, per credit hour.....	7.00
Proficiency Examination, per subject.....	5.00
Registration Fee, Special Students Applied Music.....	1.00
Special Examination in any subject, each.....	2.00
Speech 15, 16, 42, 71.....	2.00
Swimming Fee, per semester.....	2.00
Transcript of Credits (no charge for first transcript)....	1.00
Transcription fee.....	5.00
Typewriter Rental.....	7.50
Vertebrate Zoology, per semester.....	6.00

### APPLIED MUSIC FEES

Rates for one lesson per week, per semester:

#### PIANO

Mr. or Mrs. Larsen.....	\$40.00
Mr. Bade.....	35.00
Mrs. Gardner.....	30.00
Mrs. Perry, Mrs. Kranich.....	28.00
Assistant.....	20.00
Children's Class Piano, Mrs. Perry.....	14.00

#### VOICE

Mr. or Mrs. Larsen.....	\$40.00
Miss Zook, Mr. Greenlee.....	35.00

#### ORGAN

Dr. Gale.....	\$40.00
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#### VIOLIN

Miss Flaughter.....	\$28.00
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#### VIOLONCELLO

Mrs. Toedter.....	\$28.00
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#### ORCHESTRAL INSTRUMENTS

Woodwind, Mr. Hopkins.....	\$20.00
Brass, Mr. Fardig.....	28.00
Percussion.....	28.00

A discount of 10% is allowed for two lessons per week.

### SPECIAL MUSIC FEES

Rates are for one semester:

Registration Fee, Special Students, Applied Music, Class Voice Class Piano, each applied course.....	\$ 1.00
Practice Piano, one hour daily for class piano, Piano 5 or 6.....	6.00

Practice Piano, one hour daily for Piano 7ab to 54ab----	6.00
Practice Piano, two hours daily for Piano 5, 6, 7ab to 54ab	12.00
Practice Piano for class voice, Voice 5, 6, 7ab to 54ab, one hour daily-----	6.00
Practice Organ, one hour daily-----	18.00
Instrument Rent, one hour daily-----	5.00
Music Library Fee, per applied course-----	1.00
Record Laboratory Fee (Music Literature, Theory and Fine Arts)-----	1.50
Single Private Lessons-----	\$1.50-\$2.00-\$2.50
Violin Trio, Brass Sextet, Quartet, etc.-----	5.00
Orchestra or Band-----	7.00
Orpheus Choir-----	7.00
Class Piano and Voice (2 hrs.) (see Page 19 for tuition)	

TERMS AND OTHER FINANCIAL ITEMS

The above schedule of general, special and laboratory fees takes precedence over all schedules issued prior to May 1, 1951.

A contract between the College and its patrons is embodied in the following stipulations, which should be read carefully:

1. Any financial arrangements entered into between the college and its students will be binding on the college only if such agreement is in printed or written form.

2. A substantial saving is made if the total tuition and fees are paid in advance of registration time in that a five per cent carrying charge is added to the unpaid balance. For those unable to pay in advance, a monthly payment plan can be arranged at the time of registration, the balance to be paid in three monthly payments in advance rather than at the close of the month. Any other arrangements must be made with the Business Manager.

Veterans living in the dormitories will be asked to pay their room rent on the same basis as civilians as outlined above.

Veterans' tuition, books, etc., to be paid for by V.A., will be handled as previously. All sales in the Book Store are to be cash except veterans' accounts payable by V.A. Students planning to send their bill to their parents are requested to bring enough money for books, incidentals, and the minimum of one-fourth down at time of registration. An itemized bill will be sent to parents, showing credit, and if balance is received not later than thirty days after regular registration day, no carrying charge will be added.

3. Rooms are rented for full semesters only. Students vacating a room during the first half of a semester will be charged a minimum of one-half the semester rate. No refunds will be made for withdrawal during the second half.

4. A student will be required to pay a room reservation fee of \$10.00. If the Registrar is notified prior to September 1st for the fall semester, or January 1st (for the new student) for the second semester, one-half of the room reservation fee will be refunded.

At the end of the semester, the room fee will be refunded, provided the room key is returned and the account is paid in full. If the account is not paid in full, the fee will be credited to it. Room fees are not returned or applied to accounts when the student withdraws from school or leaves the dormitory.

5. If a student withdraws from school before the end of the semester, the incidental fees will not be refunded. Withdrawals will be dated as of the end of the week in which the last class was attended. The tuition charge will be computed on the basis of the following scale, which is in accord with the Veterans Administration Schedule 268.

Period of Attendance	Reg. Sem.	Summer School
One week or less-----	20%	40%
Between one and two weeks.....	20%	80%
Between two and three weeks.....	40%	100%
Between three and four weeks.....	60%	100%
Between four and five weeks.....	80%	100%
Over five weeks-----	100%	100%

The graduated scale of charges will not apply to a fee which is for a non-continuing service, such as a registration fee, which will not be subject to refund under any conditions.

Students are required to pay for any damage, other than ordinary usage, to furniture or fixtures during their occupancy of the room.

6. If a student desires to change a course, or finds it necessary to withdraw, it shall be the student's responsibility to make proper financial arrangements at the time of the change or withdrawal on forms which may be secured at the Registrar's office. A regular schedule of adjustments is on file at the business office and may be consulted by the student.

7. The College is not responsible for personal property in case of damage or loss by fire.

### WITHDRAWALS IN MUSIC

No refunds for absences from private lessons will be made.

The practice hall fee is not refundable.

Changes made in registration are limited to the first fifteen calendar days of a term. No refund of sums paid for tuition will be made for applied music courses dropped after the period of fifteen days except upon the written recommendation of the chairman of the Division of Fine Arts.

If a withdrawal or drop is made within fifteen calendar days of registration, three-fourths of the fees for applied music will be refunded. After fifteen days NO refund will be made.

### STUDENT EMPLOYMENT

Olivet provides employment for many worthy young people. It is unwise to try to work out more than one-half the total amount of room, board and tuition. All students should pay cash if possible. It is the desire of the administration to distribute the work as evenly as possible among those requiring it.

Many can find employment in homes, factories, and stores of the community. The Dean of Men and the Dean of Women will gladly assist in any way possible in making satisfactory arrangements. Write to either if you desire off-campus employment.

Those who wish student employment should make application on forms provided by the office of the Dean of Men or Dean of Women.

### HEALTH SERVICES

The College provides a health service, including a clinic and a dispensary in Chapman Hall. The college physician and a full-time registered nurse maintain regular schedules of hours on the campus. The medical fee of four dollars entitles the student to these services including ordinary medicines. The fee does not cover the cost of X-rays, special medicines, or hospitalization.

## ACADEMIC INFORMATION

### REQUIREMENTS FOR ADMISSION

Students will be admitted to the College upon presentation of satisfactory testimonials of character and scholarship, in three ways, as follows:

**A. ADMISSION BY CERTIFICATE.** Candidates for admission to freshman standing may present a certificate of graduation from an accredited high school or academy showing the studies pursued, the time devoted to each subject, and the credits received. The student shall present a high school grade average of C or above, or rank in the upper three-fourths of his graduating class. The recommendation of the principal for the admission of the candidate to the College is desirable.

The College reserves the right to assign the freshmen to remedial work in reading and in English if deficiency appears in these fields. Such courses will be required but no credit will be allowed for them.

Fifteen units of secondary school work are required, including two majors and one minor, selected from the following five fields: English, foreign language (two or more units in the same language), mathematics, science, and social studies. One major must be in English and there must be a minor in a foreign language.

(Note: The foreign language requirement may be waived in certain cases. In such cases, however, the student must offer in his college program eight hours of college language above the minimum language requirement for graduation, with a provision that if his work is in one language, the minimum be 20 hours. In order for the first year of this language to count for college credit, however, it will be necessary for the student to achieve a sufficient mastery of the introductory course as to recommend him for advanced courses in the same language. Otherwise, provided the student makes a passing grade, the first year of the college language will be accepted for admission only and the student will be expected to meet the college graduation requirement in another language.)

In certain cases where the applicant ranks in the upper half of his high school class in scholarship, specific major and minor requirements may be waived. For particulars, write the Registrar's office.

**Major.**—A major consists of three unit courses in one field. (See special requirements for a major in each of the various fields as stated below.)

**Minor.**—A minor consists of two unit courses in one field. (See special requirements for a minor in each of the various fields stated below.)

The required majors and minors defined above may be selected from the following five groups:

1. *English.*—(In all cases one major must be in English.) Only courses in history and appreciation of literature, composition (including oral composition when given as a part of a basic English course), and grammar will count toward a major.

2. *Foreign Language.*—Three units, two of which must be in the same language, constitute a major. Two units in one language constitute a minor.

3. *Mathematics.*—Only courses in algebra, plane geometry, solid and spherical geometry, and trigonometry will be accepted toward a major or minor in this subject. (General mathematics may be accepted in lieu of algebra and geometry in cases where the content of the course is essentially the same as that ordinarily included in algebra and geometry.)

4. *Science*.—(Including physics, chemistry, botany, and zoology; general science, or physiology and physiography; astronomy, and geology.) The three units required for a major must include at least a total of two units chosen from one or more of the following subjects: physics, chemistry, botany, and zoology. Biology may be offered in place of botany and zoology. The two units required for a minor must include at least one unit from the above subjects.

5. *Social Studies*.—(Including history, civics, economics, commercial or economic geography, and sociology.) The three units required for a major must include at least two units in history. The two units required for a minor must include at least one unit in history.

B. **ADMISSION BY EXAMINATION.** Mature persons above high school age (21 or over) who have not completed high school but who have had other opportunities to develop educationally, may be cleared for entrance in Olivet Nazarene College by special examination designed for this purpose.

In some instances a student may demonstrate that he is qualified to carry college work successfully although his grade average in high school is below that accepted for admission. In recognition of this fact, particularly with mature students, the college is prepared to provide clearance also by entrance examinations. These may be taken in advance if desired. Otherwise they are given as a part of the freshman orientation program. For dates of these advanced examinations, see the college calendar.

Freshmen are admitted to classes only after taking the freshmen orientation tests required of all beginning students.

C. **ADMISSION TO ADVANCED STANDING.** Students from other accredited institutions seeking admission to advanced standing in the College must present evidence of honorable dismissal from the institution last attended and a certificate indicating the previous standing and work accomplished. Students from other institutions given advanced standing in this college must show a grade average of C or above.

## CLASSIFICATION OF STUDENTS

College students are classified according to the total number of hours for which they have credit, and the number of honor points they have earned. A student's honor points must at least equal his credit hours to meet classification requirements.

The requirements for classification as a candidate for a degree on the basis of hours and honor points are as follows:

\*Freshman standing—Must have met all entrance requirements and be registered as a candidate for a degree.

Sophomore standing—25 hours, and at least 25 honor points.

Junior standing—58 hours, and at least 58 honor points.

Senior standing—93 hours or above, and an equal number of honor points, or a reasonable assurance of being able to meet all graduation requirements within the year, or by the end of the next summer session.

Special or part time students who meet all entrance requirements but who are carrying fewer than eight semester hours, and mature and otherwise qualified students who are not pursuing the regular course of study may, with the approval of the Dean and the consent of the department concerned, be admitted to the College as unclassified students to take such courses as are open to them without respect to candidacy for a degree.

Students are classified at the beginning of the school year, and the minimum requirements for the respective classes must be met at that

\*Beginning students who are high school graduates and who lack not more than one unit of meeting entrance requirements, may be classified as provisional freshmen pending removal of the deficiency. The deficiency must be removed during the first year in college.

time. Chapel seating, class activities and listing in college or student publications will be carried out in accordance with the above classification.

## FRESHMAN ORIENTATION

The first three and one-half days of the school year are given to the orientation and registration of freshmen and Bible certificate students. (See calendar). The orientation program is made up of a variety of activities, religious, educational, social, and recreational, designed to help the beginning student to make the transition successfully from high school to college. Diagnostic tests and inventories of interests and abilities are provided, furnishing valuable data to be used not only in the initial registration of the student but in later counseling.

It is important that the beginning student be present for this program to avoid delay and additional expense. (See fees for late registration and for examinations taken out of schedule). The placing of the student in the various curricula as well as in specific subjects is dependent on the results of these tests and inventories.

## SCHOLARSHIPS AND LOANS

**SPECIAL NAZARENE SCHOLARSHIPS:** Olivet Nazarene College offers a \$50.00 scholarship to any Nazarene young person in the Central Educational Zone who ranks in the highest ten per cent of his high school graduating class. The scholarship will be continued each year for 4 years provided the student maintains an average of 2.00. The high school transcript must show the rank of the applicant.

**DISTRICT SCHOLARSHIPS:** Many district young people's organizations offer scholarships and several scholarships are offered by individual faculty members.

**NELLIE L. GRIMSLEY MISSIONARY STUDENT LOAN FUND:** The estate of Nellie L. Grimsley has provided a \$1,900 loan fund available to students in preparation for definite Foreign Missionary Service.

**ANNA AND ELOISE MITTEN LOAN FUND:** Dr. L. G. Mitten and others have set up a limited student loan fund as a memorial to Dr. Mitten's wife and daughter, deceased, which is available to qualified juniors or seniors who need additional help in order to complete their programs at Olivet Nazarene College.

**SELDEN DEE KELLEY MEMORIAL LOAN FUND:** Dr. Samuel Young has made possible a loan fund in memory of the late President Selden D. Kelley, by an initial contribution of \$500.

Information concerning scholarships and loan funds may be obtained from the Registrar and Business Manager.

## REGISTRATION

New students are required to make application in advance on forms which may be obtained in person or by mail from the Registrar's office and to file with the Registrar the following: (a) a transcript of preparatory or advanced work, which is ordinarily sent direct from the school last attended on the request of the Registrar; (b) a health certificate from the family physician, on a form which will be sent from the Registrar's office; (c) three or more character testimonials, also on forms furnished by the Registrar's office. All transcripts become the property of Olivet Nazarene College and are made a part of the student's permanent file. Students transferring from another school are expected to present credentials of honorable dismissal and to meet the scholarship requirements for admission. The Registrar will be glad to guide high school students in advance regarding their courses so they may meet college entrance requirements.

Freshmen are registered during the freshmen orientation and registration period. (See calendar.) Registration of other students is held on Saturday afternoon and on the Monday following between 8:30 A.M. and 5:00 P.M. Second semester registration will be held the first day of the semester. Students are supplied with specific directions for registration and are counseled by members of the faculty on registration day. Study lists properly approved must be returned to the Registrar during this period. Late registration will require a fee of \$2.00 per day for the first two days and \$1.00 per day thereafter, not to exceed a total of \$6.00, to cover the additional expenses.

No student will be permitted to register for any course if, in the judgment of the instructor in charge, he lacks sufficient preparation to undertake the work.

The normal student load is from fifteen to seventeen hours of class work in a week. No student will be permitted to register for more than eighteen hours, inclusive of physical education, without special permission from the Dean. An extra charge is made for every hour taken in excess of this amount.

A student may drop a course or change his program during the first week of school without charge. After that there will be a charge for each change. Courses dropped after the first 10 weeks will be recorded as failure except for serious illness or some other extenuating circumstance approved by the Dean.

All changes in registration must be made through the Registrar's office, with approval by the Dean and the student's counselor.

## ATTENDANCE REQUIREMENTS

Credit for work done in any course presupposes regular class attendance. Absences or "cuts," not in excess of the number of semester hours credit in the course will not be considered as serious. Each absence in excess of this number will result in a reduction of the grade, with the provision, however, that in the case of educational trips, and of prolonged absences involving a week or more of classes due to illness or other unavoidable circumstances, the teacher, upon receipt of a nurse's certificate or a written statement from the President, Dean, or other properly constituted authority, will allow the student to make up the work in-so-far as possible without penalty.

Students may expect a reduction in grade for absences according to the ratio of absences to the number of class hours in the course.

A fee of \$1.00 will be charged for each class missed immediately before or immediately after a scheduled holiday or vacation, not to exceed a total of \$4.00 for any holiday period, with a provision that the charge may be waived at the discretion of the Dean of the College if the absence is not for an extension of the vacation period.

Absence from a previously announced or scheduled test or examination will require consent of the instructor and a written permit from the Dean of the College before the assignment may be made up. A fee of \$2.00 will be required, which may be waived in case of unavoidable circumstances.

Protracted absence does not constitute a withdrawal and will be treated as a failure in the course. For the procedure to be followed in changing or dropping a course see section on registration.

## CHAPEL ATTENDANCE

The chapel service at Olivet is considered a vital part of the program of the college. It is the one activity in which the entire college

personnel—faculty members and students—participate; it is held four times a week. Attendance is compulsory for all students, subject to the following regulations:

- a) Three unexcused chapel absences are allowed each semester. Chapel excuses for illness or other emergencies may be obtained at the time of occurrence when proper evidence is presented.
- b) A tardiness counts as an absence unless a *tardiness report* is received from the checkers upon entering chapel, and is presented at the chapel office within 24 hours. Three reported tardinesses shall count as one absence.

Attendance in chapel is checked as closely as class attendance. After three unexcused absences from chapel, additional absences without excuse will result in a fine of \$1.00 for the fourth absence, \$2.00 for the fifth, and \$3.00 for the sixth. Unexcused absences beyond that number will be subject to serious disciplinary action.

### STUDENT RESPONSIBILITY

Every candidate for a degree is personally responsible for meeting all requirements for graduation. The College, through its counselors and the credit summaries provided for the College by the Registrar, will assist the student in every way possible in avoiding difficulties.

Prospective teachers are also personally responsible for meeting the certification requirements of the state in which they expect to teach. Information about certification laws may be obtained from the Department of Education, or from the Registrar.

Candidates for degrees are required to file their intentions to graduate on forms provided by the Registrar's office not later than the September preceding the graduation.

### CLEARANCE WEEK

Each semester at the mid-semester period a formal clearance program will be conducted for all students. A period of one week will be given in which each student will be required to check with the various educational, business, and personnel officers of the college. Upon clearance of his program by these officers the student will be issued an identification card indicating that he is a student in good standing at the college.

### SCHOLARSHIP

A record of attendance and scholarship is kept for each student. Reports of the student's class standing are given at the middle and close of the semester. These will be sent home to the parent or guardian if the student is a minor, or upon request.

The alphabetical system of grading prevalent elsewhere is used, i.e., A for superior; B for above average; C for average; D for below average, but passing; and F for failure. A student may be marked incomplete only in case of serious illness or other unavoidable causes of delay. All incompletes must be removed within three months after the grade period ends, or the record will be marked "failure."

A scholarship average of B during the preceding year makes the student eligible to membership in the college honor society. (See paragraph on Graduation Honors.) A scholarship average of 2.35 is required for inclusion in The Dean's List.

An average of B is required for recommendation to a graduate school for graduate work.

Failure in one-third or more of the semester hours carried in any one semester will be considered justifiable reason for refusal to permit the student to remain in college.



In order to maintain a high standard of scholarship an instructor may, with the approval of the Dean of the College, exclude or drop from his classes any student who shows marked delinquency in attendance, who neglects his work, or who proves incompetent to pursue the course.

A student who fails to maintain the credit average of 1, which is the minimum requirement for graduation, will be warned at the end of the first year. If at the end of the second year the credit average is still below the graduation level the student will be further warned and may be denied admission to the third year of work. He will be denied admission to the fourth year if he fails to maintain the credit average required for graduation.

Eligibility for membership in a student organization which requires absences from the campus, such as the debate club, or a group which travels, requires a minimum grade average of C for the preceding semester.

Participation in any extra-curricular public program on the campus, including athletics, requires a minimum grade average of C for the preceding grade period. This does not apply to religious or devotional services on the campus. Nor does it apply to activities for which college credit is given. However, any extra-curricular activity which goes beyond that reasonably required for the credit allowed in a given course will come under this category.

Eligibility for membership in ensemble music organizations for which credit is given that take five days or more per year, or three days or more per semester, for activities away from the campus will be determined on the following basis:

1. The requirement of a grade average of C or above for the preceding semester, in a program of at least twelve semester hours.
2. A freshman must have met the scholarship average requirement for admission, based on his high school record, or an entrance examination.
3. The approval of the Dean and the chairman of the division in which the student is enrolled.
4. Eligibility will be checked at the beginning of each semester.

For participation in off-campus services or programs as a member of a non-credit ensemble group, a grade average of C for the preceding grade period is required.

## PHI DELTA LAMBDA

Olivet Nazarene College is a member of the National Nazarene Honor Society, Phi Delta Lambda, in which high ranking graduates are eligible to membership. Olivet has a strong chapter.

## PROFICIENCY EXAMINATIONS

Students may be permitted to establish credit for courses listed in our catalog by proficiency examination. The grade in proficiency examinations is "credit" or "failure," but no student is given a grade of "credit" unless he has made at least "C" in the examination. No official record is made of failures in these examinations.

Proficiency examinations are given under the following restrictions: (1) They may be taken only by persons who are in residence, or who are candidates for degrees. (2) They may not be taken by students who have received credit for more than one semester of work in the subject in advance of the course in which the examination is requested. (3) They may not be taken to raise grades. (4) The privilege of establishing credit by this method is not to be used to accelerate one's program, but to make possible the recognition of work already done, or

an achievement already attained for which no academic credit has been established. (5) Not more than ten semester hours credit can be earned by proficiency examinations for any degree. (6) Applications for the examination must be approved in advance by the Dean of the College. (7) All such examinations shall be conducted by a committee of three, which shall be appointed by the Dean of the College, or the chairman of the division in which the student is enrolled. The signatures of all three examiners are required on the certificates of credit to be presented to the registrar's office.

A \$5.00 fee, payable in advance, is charged for each proficiency examination.

### GRADUATION HONORS

In addition to the semester hours required for graduation, it is required that the students have an equal number of scholastic credits based upon the quality of work performed. These credits are determined as follows:

1. For every grade of A, 3 credits per hour.
2. For every grade of B, 2 credits per hour.
3. For every grade of C, 1 credit per hour.
4. For every grade of D, 0 credits per hour.
5. For every grade of F, -1 credit per hour.

This means that a minimum average grade of "C" is required for graduation.

Graduation with highest honors (*summa cum laude*) requires a credit point average of 2.85.

Graduation with high honors (*magna cum laude*) requires a credit point average of 2.35.

Graduation with honors (*cum laude*) requires a credit point average of 2.00.

Graduation honors will be based on the grades of the first seven and one-half semesters.

### GENERAL REQUIREMENTS FOR GRADUATION

**SCHOLASTIC CREDITS.** Each candidate for a degree must offer one hundred twenty-eight semester hours. Only one degree may be granted in any one year. For a second degree a minimum of thirty hours will be required. The hour is the unit of credit and is equivalent to one class period a week for one semester. Each hour is understood to represent for the average student one period (50 minutes) of class work and two periods of preparation. In laboratory courses, a two hour period is considered the equal of one hour recitation or lecture period. A normal student load is fifteen to seventeen hours. The maximum load is eighteen hours.

In addition to taking the courses indicated, with the specified grade average, the student is required to obtain the clearance of the Scholarship Committee at the end of the junior year before taking up his last year of study. The last year of work must be taken at O. N. C.

The distribution of minimum basic course requirements for the various curricula is indicated in the tabulation following. These minima of general education courses (numbered from 1 to 50) are to be completed in the freshman and sophomore years. Courses of specialization and concentration (numbered from 51 to 100) are scheduled for the junior and senior years. A minimum of forty hours of these upper division courses are to be included in the third and fourth years.

TABULATION OF MINIMUM COURSE REQUIREMENTS

	Degrees	A. B.	B. S.				B. Mus.	Th. B.	
		All majors	Elem. Educ.	Secun. Educ.	Mus. Educ.	Bus. Admin.	Home Ec.		
Division of Education and Psychology	Psychology	3	8	8	6	3	6	3	3
	Physical Education	4	6	4	4	4	4	4	4
Division of Fine Arts	Introduction to (1) Fine Arts	4	4	4	4	4	4	4	4
Division of Languages and Literature	English	12	6	6	8	6	12	6	8
	Speech	0	3	3	0	3	0	0	3
	Foreign Languages	14	0	14	0	0	0	8-16	14
Division of Natural Sciences	Science	10	16	7	6	5	Chem. 15 Biol. 5	0	10
	Mathematics (1) or Physical Sciences	3	5 (Math.)	3 (Math.)	0	3	0	0	3
Division of Religion and Philosophy	* Biblical Literature	8	8	8	8	8	8	8	10
	Philosophy	6	3	3	0	0	0	0	9
Division of Social Sciences	Introduction to Social Sciences	6	6	6	6	6	6	6	6
	Social Sciences	2	10	0	0	2	0	0	2

\*For those who enroll with advanced standing the requirements in Religion, including Biblical Literature, will be reduced to the equivalent of two hours for each year of work taken at Olivet.

<sup>1</sup>Effective for class of 1954.

In the descriptions of courses those with odd numbers are regularly scheduled for the first semester, the even numbers for the second. Courses preceded by an asterisk will be given in the year 1953-54. Courses preceded by a dagger are given only if there is sufficient demand.

## BACHELOR OF ARTS

Courses leading to the Bachelor of Arts degree are designed to provide a liberal education, and to prepare one for graduate study and for entrance to professional schools. Note specific requirements in education for certification to teach.

In addition to the general requirements for graduation, the candidate for the Bachelor of Arts degree will meet the following specific subject requirements:

1. The completion of a major varying from twenty to thirty-two hours (see the requirements as indicated under the various departments) in one department. The maximum allowed in one department is 40 hours.

2. The completion of one minor of not less than sixteen hours in a second department to be chosen in consultation with the head of the department in which the major is taken.

3. Electives. Credits allowed as electives on the Bachelor of Arts degree:

Art, a total of 6 hours.

From the Department of Business Administration: Accounting, a total of 6 hours; business organization and operation, a total of 6 hours; business law, a total of 4 hours.

Education, a total of 20 hours.

Music, a total of 15 hours (to include not more than 2 hours of ensemble music).

Religion, a total of 6 hours. This may be allowed in addition to the 8 hours of requirement in Bible.

## BACHELOR OF SCIENCE

The Bachelor of Science degree is awarded for the completion of curricula which, though basically Liberal Arts in content, include majors in certain specialized areas as follows: Elementary Education, Secondary Education, Music Education, Business Administration, and Home Economics.

### MAJOR IN ELEMENTARY EDUCATION

The requirements for graduation for the B.S. degree with a major in elementary school subjects, in addition to the general graduation requirements, are as follows:

A. Major requirement of concentration in the field of professional courses in education of 36 hours. Three minors are required, one of not less than 20 hours, two of not less than 16 hours. Minimum academic requirements limit these minors to the fields of language arts, natural science and social science.

B. Academic Minima:

The completion of the following academic minima:

1. Language Arts (including 3 hours of Speech and a course in Children's Literature)----- 16 hours
2. Natural Science ----- 16 hours
3. Social Science (including a course in American History and/or Government)---- 16 hours

- |   |          |
|---|----------|
| 4. Mathematics (including Advanced Arithmetic) .....  | 5 hours  |
| 5. Health and Physical Education (including a minimum of two semester hours in Materials and Methods of Instruction.....) | 6 hours  |
| 6. Fine and Applied Arts (including Music and Art, four semester hours of which shall be art) .....                       | 12 hours |
| 7. Biblical Literature .....  | 8 hours  |
- C. Professional Minima:  
The completion of the following professional minima:
- |   |         |
|---|---------|
| 1. Fundamental Concepts                                   |         |
| a. Psychology.  |         |
| Introductory Psychology .....                             | 3 hours |
| Educational Psychology .....                              | 3 hours |
| Child Psychology .....                                    | 2 hours |
| b. Principles.  |         |
| American School System .....                              | 3 hours |
| Principles of Teaching .....                              | 3 hours |
| Philosophy of Education .....                             | 3 hours |
| 2. Methods  |         |
| Natural and Social Science in the Elementary School ..... | 2 hours |
| Language Arts in the Elementary School.....               | 2 hours |
| Arithmetic in the Elementary School.....                  | 2 hours |
| Methods and Materials in Physical Education               | 2 hours |
| 3. Professional Laboratory Experience                     |         |
| Practice Teaching in the Elementary School                | 5 hours |
| 4. Electives  |         |
| Electives in advanced or upper division courses .....     | 6 hours |

#### MAJOR IN SECONDARY EDUCATION

For the B.S. degree with a major in secondary school subjects, in addition to the general graduation requirements, the requirements are as follows:

A. Major requirement of concentration in the field of professional courses in education of 36 hours. There is an alternate choice of minor requirements as follows:

1. Two teaching minors, one of 32 hours and one of 16 hours, or
2. Three teaching minors, one of 20 hours and two of 16 hours.

Minors may be selected from the following list: biology, chemistry, general science, physics, zoology (twenty, rather than sixteen hours are required for a teaching minor in science. This should include ten hours in the physical sciences, and ten in the biological sciences.) English, business, history, mathematics, music, political science, sociology, economics, physical education, foreign languages, (18 semester hours are required for a teaching minor in foreign language), home economics, and speech.

B. Academic Minima:

The completion of the following academic minima:

1. Oral and Written Expression (including speech, 3 hours) .....



MILLER HALL

WILLIAMS HALL





A GROUP OF VISITORS

BURKE HALL



- 2. Natural Science (including 5 hours of laboratory science and hygiene)----- 7 hours
- 3. Social Science (including a course in American History and/or Government)----- 6 hours
- 4. Health and Physical Education----- 4 hours
- 5. Mathematics ----- 3 hours
- 6. A Foreign Language ----- 14 hours
- 7. Biblical Literature ----- 8 hours

C. Professional Minima:

The completion of the following professional minima:

1. Fundamental Concepts.

a. Psychology.

- Introductory Psychology ----- 3 hours
- Educational Psychology ----- 3 hours
- Adolescent Psychology ----- 2 hours

b. Principles

- American School System ----- 3 hours
- Principles of Teaching ----- 3 hours
- Philosophy of Education ----- 3 hours
- Public School Administration ----- 3 hours
- Principles of Counseling
- or
- Introduction to Guidance
- or
- Principles of Secondary Education ----- 3 hours

2. Methods (One of the following Special Methods Courses)

- The Teaching of English----- 2 hours
- The Teaching of Social Studies----- 2 hours
- The Teaching of Science----- 2 hours
- The Teaching of Modern Languages----- 2 hours
- The Teaching of Business Subjects----- 2 hours
- The Teaching of Mathematics----- 2 hours

3. Professional Laboratory Experience

- Practice Teaching in the High School----- 5 hours

4. Electives

- Electives in advanced or upper division courses ----- 6 hours

MAJOR IN MUSIC EDUCATION

In addition to meeting the general requirements for graduation, as indicated above, candidates for the B.S. degree with a major in music education will include the courses as indicated in the following tabulation, by years.

If a student drops out of college for a year or more and later returns to graduate, he must meet the requirements in effect for the class with which he graduates.



FRESHMAN		Sem. Hrs.	SOPHOMORE		Sem. Hrs.
	*Applied Music	6		Applied Music	6
•3,	4 Theory	6	11, 12	Advanced Theory	6
3a,	4a Choral Reading	2	12a, 12a	Advanced Choral	
1,	2 Freshman English	6		Rdg.	2
			27, 28	Stringed Instruments	4
1,	2 Physical Education	2	31, 32	Survey of Music Lit-	
1,	2 Introduction to Fine			erature	4
	Arts	4	1,	Intro. to Psychology	3
	Hygiene or Health			Educational Psy-	
	and Safety	2		chology	3
	Biblical Literature	2	30	Elementary Con-	
				ducting	2
15,	15	30		Biblical Literature	2
					32
JUNIOR		Sem. Hrs.	SENIOR		Sem. Hrs.
	Applied Music	6		Applied Music	6
43,	44 Survey of History		47	Percussion Instru-	
	of Music	4		ments	2
45,	Woodwind Instru-		68	Intro. to Guidance	3
	ments	2	75, 76	Practical Instru-	
	46 Brass Instruments	2		mentation	4
61,	Counterpoint	3	97, 98	Practice Teaching	
	67 Form and Analysis	3		of Music	4
	62 History of Amer-		94	Secondary Music	
	ican Education	2		Methods	2
81,	Advanced Choral			Speech or English	2
	Conducting	2		U. S. History or	
93,	Elementary & Jr.			American Govern-	
	High Meth.	3		ment	3
93a,	Practice Teaching of			Social Science	3
	Music	1		Biblical Literature	4
	Botany or Biology	5			33
16,	17	33	17,	16	33

(The above curriculum does not include required ensemble)

(1) \*The applied music major may be piano, organ, voice, or orchestral instrument, with a minimum of 16 hours. There must be a total of 30 hours in applied music courses, including instrumental playing classes. All students must: 1) be sufficiently proficient on the piano to play accompaniments of music education materials and to play at sight hymns, community songs, folk songs, etc.; 2) have a sufficient knowledge of voice to sing with a pleasant tone quality, to sing at sight, and be able to impart the principles of voice production. A qualifying examination must be passed by the beginning of the senior year.

(2) The above curriculum is designed to meet requirements for the Limited State Special Certificate, which does not require a minor in an academic teaching subject and qualifies the graduate to teach and supervise music only, in grades 1-12.

A 15-16 hour minor is required for a second teaching subject if the student wishes to qualify for a Limited State High School certificate (valid for teaching music and an academic minor in grades 7 to 12 of the common schools). Subjects recommended are: English, History, French, Biology, etc. Especially talented music students, upon petition, may take further work in music, instead of the academic minor.

(3) \*a. Especially talented students may then elect to complete applied requirements in piano, voice, etc., as would be expected for the Bachelor of Music degree (a total of 32 hours must be completed in the applied major) by planning the four year program and attending one summer session. Such students should take 8 hours in foreign language as an elective.

b. Students may also elect by permission to take a music minor in theory, composition or church and choral music. In such cases approximately sixteen additional hours will be required.

(4) ††Voice and instrumental majors must participate in some ensemble group in order to qualify for their degree.

(5) • Before registration, each student majoring in music will take a theory placement examination as a part of the freshman orientation program, which will help determine the amount of theoretical background he possesses.

### MAJOR IN BUSINESS ADMINISTRATION

For those who wish to secure a basic knowledge of business and economics we recommend the B.S. degree with a major in business administration. In addition to the general requirements for graduation, the major in business requires:

1. Thirty hours selected from the Departments of Business and Economics, exclusive of shorthand and typewriting, as approved by the head of the Department.

### MAJOR IN HOME ECONOMICS

The home economics curriculum is offered with the needs of the following classes of students in mind:

Students who wish a broad cultural education for home-making.

Students preparing to teach home economics in the secondary school.

Students preparing for graduate work in home economics.

To secure the B.S. degree with a major in home economics a candidate must complete the following, in addition to the general graduation requirements.

1. A major of thirty-eight semester hours in the Department of Home Economics.

2. Enough additional credits must be earned in one of the following departments to constitute a minor: Chemistry, English, Education, Foreign Language, History, Philosophy, Economics, or Business Administration. Students expecting to teach home economics should elect a minor in education.

3. Students working for a teacher's certificate should choose for electives courses prescribed by the Department of Education of the states in which they expect to teach.

## BACHELOR OF THEOLOGY

Each candidate for the Bachelor of Theology degree must present a statement from his pastor or church which certifies to his church standing and his fitness for Christian work.

The curriculum leading to the degree of Bachelor of Theology has two specific objectives: (1) Lower division requirements are essentially the same as those leading to the degree of Bachelor of Arts. A minor in one of the liberal arts gives further opportunity to the student to increase his information and appreciation in these cultural areas. These courses make up about one-half of the total requirements. (2) A major in the field of theology and selection of elective courses in religion under the guidance of the major professor provide specific training for the work of the Christian ministry.

### SENIOR SURVEY EXAMINATION

Every candidate for the Bachelor of Theology degree will be expected to take a Senior Survey Examination. This examination, which will be given in lieu of the Graduate Record Examination, will cover the basic survey courses in the several departments of Biblical, Practical, Doctrinal and Historical Theology. It will be objective in type and will ordinarily require two hours for its completion.

The degree of Bachelor of Theology will be conferred upon the completion of the following, in addition to the general graduation requirements cited above.

1. A theology major consisting of not less than thirty hours, of which 24 hours must be distributed as follows:
 

Biblical Theology, 51-52, Old and New Testament Intro.	6 hrs.
Doctrinal Theology, 51-52, Systematic Theology Survey	6 hrs.
Historical Theology, 51-52, Church History Survey--	6 hrs.

Practical Theology, 51, Principles of Preaching----- 3 hrs.

Practical Theology, 52, Pastoral Theology----- 3 hrs.

The other six hours of the major must be upper division, and may be elected from any one of the four principal fields of theology. Thus each student will have an area of concentration within his major field, with a minimum of twelve hours within the area.

2. A liberal arts minor of not less than sixteen hours selected in consultation with the major professor.

3. Speech 1 and 2; Choral Music 30; and Choral Music 95 are recommended as courses to be included in the electives.

## BACHELOR OF MUSIC

The Bachelor of Music degree is available to those students whose interests are more centered in the professional aspects of music rather than in public school music teaching. Upon petition to the Executive Committee of the Division of Fine Arts the student will be permitted to present material to demonstrate his qualifications. Only exceptionally talented students will be allowed to pursue this course.

Major fields possible in this course are piano, organ, voice, violin, violoncello, orchestral instruments, theory, composition, and church and choral music. From 28 to 40 hours of credit must be earned in the major field.

This course varies from the B.S. degree with a major in music education degree in (1) the substitution of additional music hours (under the guidance of the music advisors) in place of the education courses, and (2) in the foreign language requirement. The important difference in the degrees is the emphasis upon preparation for a more broad professional activity rather than for classroom teaching.

The **Teacher's Diploma** is awarded upon completion of 90 hours of approved courses in either the piano, organ, voice, violin, violoncello or other instrumental major curricula and the successful passing of a qualifying examination before the Executive Committee of the Division of Fine Arts.

## PRE-MEDICAL CURRICULUM

Any freshman whose scholarship rank is in the upper half of his high school graduating class is eligible for admission to the pre-medical curriculum.

Any student whose scholastic average in June of each year is below 1.5 is denied further registration in this curriculum, until such time as he may have improved his average to this minimum.

Students who are preparing for the nursing profession are asked to include Chemistry 1 and 2 in their program.

Electives in the second and third years should be arranged to satisfy the requirements for admission to the medical college which the student expects to enter. A number of medical colleges require fourteen semester hours from at least two of the following: economics, history, philosophy, political science, psychology, and sociology.

### SUGGESTED COURSE FOR A PRE-MEDICAL STUDENT

FIRST YEAR	Hours	THIRD YEAR	Hours
Freshman English 1, 2,-----	6	Chemistry 51, 52-----	8
Chemistry 1, 2, or 3, 4-----	10	Zoology 53-----	3
Hygiene -----	2	Bible -----	4
Mathematics -----	3	Sociology -----	3
Physical Education-----	2	Psychology -----	3
German or French 1, 2-----	8	Genetics 41-----	3
Elective -----	1	Electives -----	8

SECOND YEAR	<i>Hours</i>	FOURTH YEAR	<i>Hours</i>
Zoology 7, 10-----	10	Chemistry 83, 84-----	10
German or French 3, 4-----	6	Zoology 63, 64-----	3
Physics 1, 2, 3b, 4b-----	8	Political Science-----	3
Bible-----	2	Philosophy-----	6
Physical Education-----	2	Bible-----	2
Electives-----	3	Research in Biology 73, 74--	3
		Electives-----	5

### PRE-ENGINEERING CURRICULUM

Suggested courses for the freshman year include:

English 1 and 2—Freshman English-----	6 hours
Chemistry 1 and 2—Inorganic Chemistry-----	10
Mathematics 3—Trigonometry-----	3
Mathematics 4—College Algebra-----	3
Mathematics 5—Analytic Geometry-----	3
Mathematics 7—Mechanical Drawing-----	3
Mathematics 8—Descriptive Geometry-----	3

Suggested courses for the sophomore year include:

Mathematics 11 and 12—Differential and Integral Calculus-----	10 hours
Physics 1 and 2—General Physics-----	10
Physics 85 and 86—Theoretical Mechanics-----	6

The following courses may be elected:

Accounting 5 and 6—Principles of Accounting-----	6
Mathematics 65—Differential Equations-----	3
Economics 11 and 12—Principles of Economics-----	6
Speech 1 and 2—Fundamentals of Speech-----	6

### PRE-ACTUARIAL SCIENCE CURRICULUM

Suggested courses for the freshman year include:

English 1 and 2—Freshman English-----	6 hours
Social Science 1, 2—Intro. to the Social Sciences-----	6
Mathematics 3—Trigonometry-----	3
Mathematics 4—College Algebra-----	3
Mathematics 5—Analytic Geometry-----	3
Accounting 5 and 6—Principles of Accounting-----	6
Economics 3 and 4—Economic Geography-----	4

Suggested courses for the sophomore year include:

Mathematics 11 and 12—Differential and Integral Calculus-----	10 hours
Mathematics 10—Mathematics of Finance-----	3
Accounting 56 and 57—Advanced Accounting-----	6
Economics 62—Money and Banking-----	2
Bus. Adm. 51 and 52—Business Law-----	4
Speech 1 and 2—Fundamentals of Speech-----	6

## Courses of Study

The courses of study of the college are grouped in six divisions. Those marked \* will be given in 1953-54. Those marked † will be given only upon demand. The departments included in each division are as follows:

#### I. Division of Education and Psychology.

Education  
 Psychology  
 Library Science  
 Physical Education

- II. Division of Fine Arts
  - Art
  - Music
- III. Division of Languages and Literature
  - Classical Languages and Literature:
    - Greek and Latin
  - English Language and Literature
  - Modern Languages and Literature:
    - French, German, Spanish
  - Speech
- IV. Division of Natural Sciences
  - Biological Sciences
  - Chemistry
  - Mathematics and Astronomy
  - Physics
- V. Division of Religion and Philosophy
  - Biblical Literature
  - Doctrinal Theology
  - Historical Theology
  - Practical Theology
  - Religious Education
  - Philosophy
- VI. Division of Social Sciences
  - Business Administration
  - Economics
  - History
  - Home Economics
  - Political Science
  - Sociology

# Division of Education and Psychology

*Bond Woodruff, Chairman*

The Division includes the Departments of Education, Psychology, Library Science, and Physical Education.

The Division attempts to help achieve the aims of the college by (a) giving the student an understanding of human behavior, emphasizing good mental and physical health through theory and practice; (b) helping the student make vocational preparation in the fields represented in the Division; and (c) helping the student see the practical application of Christianity in these fields of service.

## EDUCATION

*R. E. Perry, W. P. Sloan, P. L. Schwada, A. B. Woodruff,  
Elizabeth Endsley*

The purposes of the Department of Education are: (1) to help students understand the principles of instruction and the place of public schools in our American society; (2) to give students some competence in the techniques of organization and presentation of learning experiences, and in the solution of problems peculiar to their profession; (3) to encourage students to appreciate the opportunities for Christian service in the teaching profession, and to acquire a sense of responsibility toward active participation in community affairs.

### *Teacher Certification*

Olivet Nazarene College is accredited by the Illinois State Department of Education for the certification of teachers.

By carefully planning his program of studies a student may meet the requirements of the college for graduation and at the same time meet the requirements for a high school or an elementary school teacher's certificate. Specific requirements, of course, vary in different states. Our program is designed to meet the requirements in most states, particularly those of the Middle West, and specifically those of Illinois. Those desiring certificates in other states should consult with the head of the Department of Education at the time of registration. A record of the specific requirements of various state departments is also filed in the Registrar's office.

### *Teacher Placement*

Olivet Nazarene College maintains a program of placement of its graduates who are qualified to teach. The Placement Office endeavors to keep in constant contact with the needs and requirements of the schools of the state and surrounding area and with the qualifications of its candidates who are trained for this service. The Chairman of the Department of Education, in cooperation with the Registrar directs the work of teacher placement. The College receives many calls for elementary and high school teachers. The Placement Office attempts to serve both the schools and the candidates by selecting carefully those who are recommended to satisfy the requirements of the schools to which they may go.

The work of the student in both his professional and academic courses is carefully organized and kept on file. The record sheets are

made up with the cooperation of the faculty members who know the work of the student. Confidential information organized in an approved form is available for the convenience of school officials. This includes personal information, college hours of preparation, academic records, extra curricular activities, personal evaluation by instructors, and records in student teaching.

The work of placement is at the service of all graduates of Olivet Nazarene College who have met the requirements of the state and at the service of all school administrators who are in need of teachers.

A major in education consists of not less than thirty six hours of approved courses in education not open to beginning students. See requirements for the B.S. degree in education under requirements for graduation. A maximum of twenty hours in education may be counted on the A.B. degree.

Students desiring to major in education must declare that intention by the beginning of their junior year and must have and continue to maintain a 1.5 point average in all college work, subject to the discretion of the Department of Education.

Admission to practice teaching is by action of the Committee on Teacher Education. In considering each application the committee is governed by the following minimum standards: scholarship, professional aptitude, physical fitness, language and speech qualifications, personal character, faculty ratings. The grade for practice teaching is given by a committee composed of the teacher of the course, the head of the Department, the director of teacher training, and one other member appointed by head of the Department.

1. INTRODUCTORY PSYCHOLOGY—

Same as Psychology 1. Three hours.

3. ADVANCED ARITHMETIC—

This course reviews the principles and applications of elementary arithmetic for those who are preparing to teach at the elementary and junior high school levels. Three hours.

5. CRAFTS—

Introductory course in projects of wood, leather, cork, copper, glass painting and other mediums. Two hours.

6. INTRODUCTORY EDUCATIONAL PSYCHOLOGY—

Same as Psychology 6. Three hours.

11. OCCUPATIONS—

A survey of occupations to enable students to select more wisely their programs of study in preparation for a desired type of position. Consideration is given to services performed, essential training, personal qualifications, and usual line of promotion. Same as Psychology 11. Two hours.

51. CHILDREN'S LITERATURE—

A study of literature best adapted to all types of children and groups of children with particular emphasis on motivation, choice of material, and correct methods in reading. Prerequisite Education 6. Two hours.

+52. PRINCIPLES OF RELIGIOUS EDUCATION—

This course applies the principles of teaching to the Sunday School and related areas within the church. Two hours.

53. LANGUAGE ARTS IN THE ELEMENTARY SCHOOL—

This is a study of the best methods of teaching reading, writing and spelling in the primary and intermediate grades. Prerequisite Education 6. Two hours.

54. ARITHMETIC IN THE ELEMENTARY SCHOOL—

This course outlines modern practices in the teaching of arithmetic with special emphasis upon a meaningful approach. Prerequisite Education 6. Two hours.

55. NATURAL SCIENCE AND SOCIAL STUDIES IN THE ELEMENTARY SCHOOL—

This is a course designed to give insight into the principles of teaching content subjects. Methods of teaching geography, history and science will be examined. Prerequisite Education 6. Two hours.

56. PSYCHOLOGY OF ADOLESCENCE—

Same as Psychology 56. Two hours.

57. CHILD PSYCHOLOGY—

Same as Psychology 57. Two hours.

58. PSYCHOLOGICAL & EDUCATIONAL STATISTICS—

Same as Psychology 58. Two hours.

59. TESTS AND MEASUREMENTS—

This course deals with the problems of test construction, their administration, and statistical interpretation. Prerequisite Education 6. Same as Psychology 59. Three hours.

62. THE AMERICAN SCHOOL SYSTEM—

This course is required of all candidates for Illinois teachers' certificates. It includes a study of the development of the American school system, the organization and support of the schools, the certifying of teachers, professional ethics, and the legal rights and obligations of teachers and pupils. Three hours.

63. HISTORY OF EDUCATION—

The aim of this course is to trace important trends of educational development in the past as a basis for the study of the present educational problems, with special emphasis upon the development of education in the U. S. Two hours.

64. PHILOSOPHY OF EDUCATION—

This course is a study of the fundamental concepts of philosophy as applied to the problems of education. Prerequisite Education 6. Three hours.

68. INTRODUCTION TO GUIDANCE—

A study is made of techniques for evaluating the interests and abilities of individuals for the purpose of educational and vocational guidance. Same as Psychology 68. Three hours.

69. PRINCIPLES OF TEACHING—

This course covers techniques of directing the learning process; problems of classroom management and supervised study; types of teaching and learning activities. Prerequisite Education 6. Three hours.

70. PRINCIPLES OF SECONDARY EDUCATION—

This course deals with the general principles of education as applied to the purposes and functions of the secondary school in our democratic society. Prerequisite Education 6. Three hours.

71. PUBLIC SCHOOL ART—

This course is designed to familiarize the student with techniques for teaching art in the elementary school. Prerequisite Education 6. Two hours.

72. THE CHANGING CURRICULUM—

In this course special attention is given to recent developments in the public school curriculum. The nature of likely future trends is also given consideration. Three hours.

73. PUBLIC SCHOOL ADMINISTRATION—

This course deals with fundamental principles underlying proper organization and administration of public education. Prerequisite Education 6. Three hours.

75. PRINCIPLES OF COUNSELING—

Assumptions and facts fundamental to counseling, factors in the interviewing situation, nature of counseling techniques, and relation of counseling to other personnel procedures are considered. Three hours.



## \*76. TEACHING OF ENGLISH—

See English 74. Two Hours.

## 77. TEACHING OF NATURAL SCIENCES—Two hours.

## 78. TEACHING THE SOCIAL STUDIES—

See Social Science 92. Two hours.

## 79. TEACHING OF MODERN LANGUAGES—

See French 65. Two hours.

## 80. TEACHING OF BUSINESS SUBJECTS—

See Business 70. Two Hours.

## 82. TEACHING OF MATHEMATICS—

See Mathematics 52. Two hours.

## 84. PRACTICE TEACHING IN THE ELEMENTARY SCHOOL—

This course is open only to seniors who have had or are concurrently registered in Education 69. Enrollment for this course must be approved by the committee on teacher education. (Credit is not allowed for both this and Education 86). Five hours.

## 86. PRACTICE TEACHING IN THE HIGH SCHOOL—

This course is open only to seniors who have had or are concurrently registered in Education 69. Enrollment for this course must be approved by the committee on teacher education. (Credit is not allowed for both this and Education 84.) Five hours.

## 88. AUDIO-VISUAL AIDS TO LEARNING—

This course includes theory and practice in the use of audio-visual aids in the classroom with laboratory experience in the operation of sound-film projectors, strip-film projectors, opaque projectors, and other visual aids equipment. Two hours.

## 92. MINOR RESEARCH IN EDUCATION—

The student may investigate problems of particular interest to him. Permission must be granted by the instructor. Only a total of four hours will be allowed towards a major; two hours toward a minor. One or two hours.

## PSYCHOLOGY

*A. B. Woodruff, P. L. Schwada, Elizabeth Endsley*

The purpose of the Department of Psychology is to present to the student the principles of human behavior based upon scientific research. The aim is twofold: (1) to prepare those who are interested in the field of psychology for further work in the field by providing a theoretical, historical, and methodological background; (2) to give sufficient training to those going into occupational areas and places of service where an understanding of psychological principles will be of benefit.

A major in the field of psychology will consist of a total of twenty-eight semester hours, twenty of which are listed as upper-division. A minor will consist of sixteen semester hours, eight of which must be listed as upper-division. Psychology 62, Advanced General Psychology, is required of all majors and minors.

## 1. INTRODUCTORY PSYCHOLOGY—

An introductory course in the scientific approach to the study of human behavior. This is fundamental to all subsequent courses in psychology. The facts and principles of human behavior pertinent to everyday life are stressed. Three hours.

## 6. INTRODUCTORY EDUCATIONAL PSYCHOLOGY—

This is a brief study of the capacities, abilities, and interests of children through their school years. Also, the results of investigations regarding the progress of learning in schools are emphasized. Prerequisite Psychology 1. Three hours (Same as Education 6).

†9. PSYCHOLOGY OF RELIGIOUS EDUCATION—

Consideration is given to those concepts in educational and developmental psychology that have application in the field of religious education. Three hours.

10. MENTAL HYGIENE—

The objective of this course is to give a general orientation to the subject of mental hygiene and its relation to various sciences. The individual and cultural determinants of behavior will be discussed. Three hours.

11. OCCUPATIONS—

A survey of occupations to enable the students to select more wisely their programs of study in preparation for a desired type of position. Consideration is given to services performed, essential training, personal qualifications, and usual line of promotion. Two hours.

24. THEORIES OF PSYCHOLOGY—

A history of the field of psychology is given with particular emphasis being placed on the theoretical development from the prescientific era to the present time. Three hours.

55. INDUSTRIAL PSYCHOLOGY—

The application of psychology to problems of industrial learning, adjustment to environmental factors, industrial unrest, morale, and accidents. Two hours.

56. PSYCHOLOGY OF ADOLESCENCE—

A study is made of those factors that are functioning in the developmental aspects of the adolescent years. Two hours.

57. CHILD PSYCHOLOGY—

Consideration is given to the importance of development of the child and to the factors involved in this development. Two hours.

58. PSYCHOLOGICAL & EDUCATIONAL STATISTICS—

A basic statistical course for those intending to do work in psychological or educational research. The more common statistical concepts are discussed and their applications shown. Two hours.

59. TESTS AND MEASUREMENTS—

Same as Education 59. Three hours.

61. PSYCHOLOGY OF HUMAN LEARNING—

The principles that underlie the discovery, fixation, and retention of new modes of human behavior are studied. Emphasis is placed on theoretical formulation of the necessary conditions of learning and forgetting. Three hours.

62. ADVANCED GENERAL PSYCHOLOGY—

This course is required of all majors and minors in psychology. Its purpose is to give a larger and more detailed background to those who are more interested in the field. Three hours.

68. INTRODUCTION TO GUIDANCE—

Same as Education 68. Three hours.

71. ADVANCED EDUCATIONAL PSYCHOLOGY—

In this course an advanced examination of the application of the concepts of human learning to actual classroom situations is made. Introductory Educational Psychology is a prerequisite. Two hours.

75. PRINCIPLES OF COUNSELING—

Assumptions and facts fundamental to counseling, factors in the interviewing situation, nature of counseling techniques, and relation of counseling to other personnel procedures are considered. Three hours.

\*85. EXPERIMENTAL PSYCHOLOGY I—

This is a basic course in experimental design, methodology, and control used in an experimental approach to human behavior. This course will include both lecture and laboratory work. One hour lecture, four

hours laboratory. Psychological Statistics is recommended as a preceding course. Three hours.

**\*86. EXPERIMENTAL PSYCHOLOGY II—**

This is a continuation of Experimental Psychology I and must be preceded by it. One hour lecture, four hours laboratory. Three hours credit.

**†88. SOCIAL PSYCHOLOGY—**

A consideration of the social factors which operate in influencing the behavior of the individual is made in this course. Emphasis is given to the description and evaluation of the methods of measurement and techniques of investigation of the social psychologist. Two hours.

**\*90. CLINICAL PSYCHOLOGY—**

A survey is made of the field of clinical psychology, looking at its history and at its present-day aims. An introduction to various tools used by the clinician is given. Two hours.

**\*91. INDUSTRIAL PERSONNEL PSYCHOLOGY—**

An application of psychology to the problems of personnel selection and placement in the industrial situation is made. Tests of various types are considered and an introduction is made to test construction. Two hours.

**95. MINOR RESEARCH IN PSYCHOLOGICAL PROBLEMS—**

The student may investigate problems of particular interest to him. Permission must be granted by the instructor. Only a total of four hours will be allowed towards a major; two hours towards a minor. One or two hours.

## LIBRARY SCIENCE

*Ruth Gilley, Lois Lyons*

**21. USE OF BOOKS AND LIBRARIES—**

Practical information on the use of books, the Dewey classification, the card catalog, printed indexes, bibliographies, and other reference books. Two hours.

**24. LIBRARY PROCEDURES—**

Concerned with the organization and procedures of the various departments of the library, from the book order to the placing of the book on the shelf. Cataloging methods and classification are studied and practiced. Two hours.

**51. CHILDREN'S LITERATURE—**

A study of literature for children with particular emphasis on selection, evaluation, and sources of library materials, and correct methods in reading. Prerequisite Education 6 and 57. (Education 57 may be taken concurrently with this course). Two hours.

**52. ADOLESCENT LITERATURE—**

A study of literature for the adolescent with emphasis on selection, evaluation, and sources of library materials. Prerequisite or concurrent with Psychology 56. Two hours.

## PHYSICAL EDUCATION

*Ivan Smith*

Four hours of physical education are required of each student. Those entitled to exemption from activity because of physical inability may substitute the equivalent number of hours of hygiene, health, and first aid. Veterans may receive credit for military service. Classes meet on Tuesday and Thursday. In addition to the required physical education, a variety of other courses are offered for those who desire professional training in physical education to meet the requirements for a teaching minor.

To supplement the physical education course work, an extensive intramural sports program is promoted by the various college organizations.

Four semester hours of General Physical Education are required as a prerequisite for theory courses in physical education.

For the last two hours of the required four hours of physical education the student may elect Archery, Tennis, Intermediate or Advanced Swimming or Tumbling and Apparatus.

Those students having doctors' excuses from General Physical Education substitute for the required hours First Aid, Health and Hygiene and Archery.

Requirements for a minor in physical education include Zoology, History of Physical Education (P. E. 91) and The Nature and Practice of Play (P. E. 81).

1, 2. GENERAL PHYSICAL EDUCATION—

An activity course which includes calisthenics, gymnasium games, tumbling and minor sports. One hour both semesters.

3, 4. GENERAL PHYSICAL EDUCATION—

An activity course which includes many of the activities of Physical Education 1 and 2, but with greater emphasis placed upon the acquisition of skill and technique. One hour both semesters.

11, 12. SWIMMING—

A course in which the student is taught swimming strokes, along with water games and activities. Prerequisite two hours of General Physical Education. One hour both semesters.

13. ARCHERY—

An activity course to give opportunity to develop skill in this popular sport. One hour.

15. TUMBLING AND APPARATUS—

An activity course arranged for those who wish to develop skill in tumbling, stunts, pyramid building, and apparatus exercises. Prerequisite two hours of General Physical Education. One hour.

16. HEALTH, TRAINING, AND FIRST AID—

A standard course in first aid, using the American Red Cross textbook. Additional units of work are done in general problems of health safety, and care of athletic injuries. Two hours.

17. TRACK AND FIELD—

Experience is given in organizing and arranging for field and track activities. One hour.

19. TENNIS—

A course outlined for beginning players. Emphasis is placed on the development of fundamental skills. Prerequisite three hours of General Physical Education, or junior or senior standing. One hour.

21. COACHING OF BASKETBALL—

An intensive study of the rules and the problems relative to the development of successful offensive and defensive play. Two hours.

23. COACHING OF BASEBALL AND SOFTBALL—

This course combined the rules and coaching techniques common to both games. Two hours.

25. COACHING OF MINOR SPORTS—

A study of such games as tennis, table-tennis, handball, field hockey, softball, speedball, soccer, etc. Techniques and skills necessary for giving instruction in these games will be stressed. Two hours.

31, 32. ADVANCED SWIMMING—Open to those students who wish to complete the requirements for life saving and water safety certification. One hour both semesters.

67. METHODS AND MATERIALS IN PHYSICAL EDUCATION FOR THE ELEMENTARY SCHOOL—  
This course is required of candidates for elementary teaching certification. Two hours.
71. ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION—  
A study of the aims and objectives of physical education as related to those of general education. Three hours.
81. THE NATURE AND PRACTICE OF PLAY—  
A study of the cultural significance of play for the various age levels. Three hours.
83. COMMUNITY RECREATION—  
An examination of the principles and practices of modern communities relative to their use of recreational facilities. Three hours.
91. HISTORY OF PHYSICAL EDUCATION—  
A study of physical education activities from primitive to modern times, with emphasis upon the cultural significance of physical education. Three hours.
95. INTRAMURAL ATHLETICS—  
History, objectives of intramural movement, administration, organization, and affiliation with other departments; units of competition, schedule making and scoring plans; rules, regulations and awards. Three hours.

# Division of Fine Arts

*Walter B. Larsen, Chairman*

The Division includes Applied Music, Piano, Organ, Strings, Voice, Woodwinds and Brass; Ensemble, Theory, Music Literature and History, Church and Choral Music, Music Education, and Art.

The objectives of the Division of Fine Arts are twofold: (1) Realizing that a knowledge of the fine arts is a vital part of any liberal education, the Division attempts to develop an intelligent appreciation of, and desire for, the arts that will be of lasting value in the life of every student; and, (2) To prepare those professionally interested for various vocations in the area of music.

## FINE ARTS

### 1, 2 INTRODUCTION TO FINE ARTS

A general education course, including a survey of the creative activity in selected periods of the interrelated fields of humanistic studies: architecture, sculpture, literature, music, and painting. Two hours both semesters.

## MUSIC

The aim of the Music Department is to provide instruction in all branches of music, so that (1) students may become Christian men and women of highest ideals and usefulness as performers, teachers, church organists, and ministers of music; and (2) for students from other divisions of the college, and unclassified students, who pursue courses towards a minor, or for elective credit.

## GENERAL REGULATIONS

The Chairman of the Division reserves the right to determine which students shall enroll with each teacher, such enrollment being based primarily upon the needs of the students and the field of specialization of the teacher.

Students who desire collegiate standing in Piano, Voice, Violin, or Organ must present before an examining committee the following:

Piano: A Bach Two-Part Invention Memorized.

A classical or romantic composition memorized.

Major and Minor scales.

Voice: Two standard English or American songs memorized.

Violin: All position work. Shifting studies.

3 Octave Scales, major and minor.

Sufficient technique for such compositions as Tartini and Le Clair Sonatas.

Organ: A Bach Two-Part Invention memorized (Piano).

A classical or romantic composition memorized (Piano).

The student should have his selections approved in writing by the Chairman of the Division of Fine Arts prior to his appearing before the committee.

Students desiring advanced credit in applied music must be prepared to play or sing an approved examination. For particulars the student should write to the Chairman of the Division of Fine Arts.

Work completed in other institutions of accredited standing will be recognized toward graduation. Transferred credits in academic subjects, as required for graduation in Music, will be given full credit. Trans-

ferred credits in applied music and theoretical subjects will receive credit subject to examination or to satisfactory study in courses of similar content or in sequence in the Olivet Nazarene College.

Work taken under private teachers or from unaccredited schools may be validated for credit by passing proficiency examinations.

No music student is allowed to make a public performance without consent of his instructor.

No student registered in any division of Olivet Nazarene College is allowed to study music with a teacher not on the staff of the Division of Fine Arts, nor belong to a musical organization on or off campus, without permission from the Chairman of Fine Arts and the Dean of the College.

Applied music students are expected to practice regularly the assigned number of hours per week for each lesson taken. Students taking one lesson per week of collegiate standing in piano are required to practice six hours per week and twelve hours per week for two lessons. Students registered for Class or Preparatory Piano are required to practice five hours per week. Students of Violin, Organ or Voice are expected to practice six hours per week for each private half-hour lesson taken. Class voice students are expected to practice five hours per week.

No credit for applied music will be given if the required complement of lessons has not been taken and practice time satisfactorily observed. The examining committee will refuse examination to the student in applied music not fulfilling the required number of lessons during the semester and the course will be recorded as a failure unless written permission is secured from the instructor to make up missed work. In this event, an incomplete may be entered.

Unauthorized practice in any practice studio is not permitted.

Instructors should report to the music office extended absences of students. Students absent from applied music lessons for the equivalent of three weeks of lessons will find it difficult to arrange for making up all such private instruction. Such students will have the privilege when the practice studios are vacant, to make up practice hours missed and will have the opportunity to convince the teacher that they deserve passing credit. Whenever a student has been absent for three lessons or more in any one course, he automatically forfeits credit in the course unless proper arrangements are made between the instructor and the music office.

All students taking applied music privately are required to read 500 pages of collateral each semester. Those taking applied music in class are required to read 250 pages each semester. Failure to do the required outside reading will result in the lowering of the student's grade in applied music.

Music majors are required to attend all recitals sponsored by the Division of Fine Arts, unless work or illness prevents; all absences are excusable only by special permission from the Chairman of the Division of Fine Arts. Students in other divisions of the college who are taking applied music courses are required to attend at least 50 per cent of all recitals. Failure to attend the required number of recitals will result in the lowering of the student's grade in applied music to the amount of one letter.

## CURRICULA OFFERED

Courses are offered leading to the degree of Bachelor of Music in the following curricula:

### A. Applied Music

1. Piano
2. Voice
3. Organ
4. Violin

- B. Theory and Composition
- C. Music Literature and History
- D. Church Music

Courses are offered leading to the degree of Bachelor of Science as follows:

- A. Major in Music Education
- B. Minor in music (courses approved by the Chairman of Fine Arts).

Courses and applied music are offered for elective credit on all degrees.

## APPLIED MUSIC

For those who wish to concentrate upon performance in music or the profession of teaching applied music, the Department offers majors leading to the degree of Bachelor of Music in Piano, Organ, Violin and Voice. Areas of concentration in applied music are offered for students working toward the degree of Bachelor of Science, with a major in music education, in the above mentioned fields as well as in Violoncello, Woodwinds and Brass. The same areas of concentration in applied music are available to students majoring in Music Literature and History, Theory and Composition, and Church Music on the Bachelor of Music degree. Unclassified students or those from other divisions of the college may take courses in applied music for elective credit not to exceed fifteen hours.

### PIANO, ORGAN OR VIOLIN MAJOR

Four-Year Course Leading to the Degree of Bachelor of Music.

FRESHMAN	<i>Sem. Hours</i>	JUNIOR	<i>Sem. Hours</i>
Applied 7, 8	8	Applied 51, 52	8
Theory 3, 3a, 4, 4a	8	Theory 61, 67	6
Fine Arts 1, 2	4	Music Literature 43, 44	4
Choral Music 30	2	French or German 1, 2	8
English 1, 2	6	Ensemble 41, 42	2
Biblical Literature	4	Academic Elective	3
Physical Education 1, 2	2		31
	34		
SOPHOMORE	<i>Sem. Hours</i>	SENIOR	<i>Sem. Hours</i>
Applied 9, 10	8	Applied 53, 54	8
Theory 11, 11a, 12, 12a	8	Theory 69	2
Music Literature 31, 32	4	Theory 75, 76	4
Social Science 1, 2	6	Controlled Electives	12
Biblical Literature	4	Ensemble 41, 42	2
Physical Education 3, 4	2	Academic Elective	3
	32		31

## PIANO

*Naomi Larsen*

*Walter B. Larsen, Wanda Kranich, Kenneth Bade,*

*Lorene Perry, Marion Gardner, Rosemary McCart.*

PIANO 1, 2—FUNDAMENTALS OF PIANO (*Elementary class*)  
 Keyboard Town—Robyn; Technic Tales Bk. I—Robyn; Robyn—Gurlitt Album; Highways in Etude Land—Robyn. Four hours.

PIANO 3, 4—FUNDAMENTALS OF PIANO (*Intermediate class*)  
 Technic Tales Bk. II—Robyn; Byways in Etude Land—Robyn; Chord Crafters—Robyn; Peter Pan Suite—Robyn; Selected Pieces. Four hours.



### PIANO 5, 6—FUNDAMENTALS OF PIANO (*Advanced class*)

All major scales four octaves; Broken chords, arpeggios, ornamentation; Rockafeld Sixths; chosen movements from "Six Sonatinas"—Clementi; Snow Queen Suite—Tschaikowsky—Robyn; Bach Two Part Inventions No. 8 and No. 1; Selected pieces; either "Kinder Concerto No. 1" by Haydn-Robyn or "Kinder Concerto No. 2" by Mozart-Robyn may be submitted for examination. Four hours.

### PIANO 7ab, 8ab

Hanon; Selected etudes from Czerny, Heller, Cramer, Duvernoy, etc.; Brahms Ubungen; Bach: Two Part Inventions (at least two each semester, one memorized); Mozart Sonatas such as No. 1, F major, or No. 16, A major (Schirmer Edition). Beethoven Sonatas or movements from Sonatas, such as Op. 2, No. 1 and No. 2; Scherzo and Trio, Op. 2, No. 3; Scherzo and Trio in D major, Op. 28; G major, Op. 29, No. 2. (One Sonata movement the second semester memorized). Two selections memorized each semester from classical, romantic or modern schools of similar grade. Eight hours.

7ab. Scales—Any major scale (named by the examiners) to be played hands together, 4/4 time, M.M. quarter note=80, as follows:

One octave	Quarter notes
Two octaves	Eighth notes
Four octaves	Sixteenth notes

Any minor scale, harmonic and melodic (named by the examiners) to be played hands together, 4/4 time, M.M. quarter note=108, as follows:

One octave	quarter notes
Two octaves	Eighth notes

Broken chords in major and minor triads and their inversions to be played hands together, M.M. quarter note=184.

Arpeggios—Any diminished seventh chord (named by the examiners) to be played hands together in same form as for minor scales. M.M. quarter note=126.

8ab. Scales—All major scales to be played parallel and contrary motion.

Any major or minor scale (named by the examiners) to be played in the same form as major scales in 7ab, M.M. quarter note=92.

Broken chords in major minor, diminished, and augmented triads and their inversions to be played hands together. M.M. quarter note=72 in sixteenth notes.

Arpeggios—Any diminished seventh chord (named by the examiners) to be played hands together 4/4 time, M.M. quarter note=72 in the following forms:

One octave	Quarter notes
Two octaves	Eighth notes
Three octaves	Eighth notes (triplets)
Four octaves	Sixteenth notes

### PIANO 9ab, 10ab

Clementi: Gradus and Parnassum; Wilson G. Smith: Thematic Octave Studies. Chopin Etudes Op. 10. Bach: some three part inventions, Preludes and Fugus from Well Tempered Clavichord, (at least two each semester, one memorized). Haydn Sonatas such as E flat, No. 3 (Schirmer Edition), or Sonata in D (Schirmer Edition). Beethoven Sonatas, such as C minor, Op. 10, No. 2, (G major, Op. 14, no. 2, Op. 10, no. 2) (One movement the second semester memorized). Two selections memorized each semester, one classical or romantic, one modern. Eight hours.

9ab: Scales—Any major or minor scale (named by the examiners) to be played in the form given for major scales in 7ab, M.M. quarter note=108.

10ab—Same as 9ab except increased in tempo to M.M. quarter note=120.

Broken chords in major, minor, diminished and augmented triads to be played in form given in 8ab, M.M. quarter note=84. (10ab—Same as 9ab except increased in tempo to M.M. quarter note=96.)

Arpeggios—Any diminished seventh chord (named by the examiners) to be played in the form given for 8ab, M.M. quarter note=84. (10ab: Same as 9ab except increased in tempo to M.M. quarter note=96.)

### PIANO 51ab, 52ab

Bach: English Suites, Partitas, Well Tenpered Clavichord (two each semester, at least one memorized). Beethoven: Andante in F, Sonata in B flat major, op. 22; D minor, op. 31, no. 2 (first and third

movements); op. 27, no. 2 (third movement); op. 13; op. 2, no. 1 (Adagio), op. 10, no. 1 (Adagio molto), op. 10, no. 3 (Largo e mesto) —(one movement the second semester memorized). Chopin Etudes, Ballads, Polonaise, Scherzi; Schumann: Faschingsschwank, Sonata in G minor; Mozart: Sonatas, Fantasias and Concerti. Compositions by standard American and foreign composers, such as MacDowell, Grieg, Debussy, Ravel, Rachmaninoff, and others. Two pieces memorized each semester, one classical or romantic, one modern. Eight hours.

51ab: Scales—Any major scale (named by the examiners) to be played hands together, M.M. quarter note=132, as follows:

One octave	Quarter notes
Four octaves	Sixteenth notes

Arpeggios—Any dominant seventh to be played in four positions in the same form given for major scales in 7ab, M.M. quarter note=92.

Any major or minor arpeggio in sixths and tenths in form given for major scales in 51ab, M.M. quarter note=92.

52ab: Scales—Any minor scale (named by the examiners) to be played in the same form given for major scales in 51 ab, M.M. quarter note=132.

Arpeggios—Any diminished seventh (named by the examiners) to be played in sixths and tenths in the form given for major scales in 51ab, M.M. quarter note=92.

**PIANO 53ab, 54ab**

The candidate must have acquired the principles of tone production, technic and velocity and their application to scales, arpeggi, octaves and double notes. He must have a well rounded repertory consisting of classic, romantic and modern compositions which should include (or equivalent of) such works as: Bach, Chorale Transcriptions, Toccatas or any large work (at least one chorale transcription and one larger work memorized). Beethoven Sonatas: Op. 31, No. 3 (Adagio); Waldstein Op. 53; Appassionata-Op. 57; Farewell-Op. 81a (One movement memorized). Concerto movement by Schumann, Beethoven, Mozart, Brahms, Saint-Saens, Chopin, Liszt, Grieg and contemporary composers. Eight hours.

Examination: A complete recital including classic, romantic and modern numbers and a concerto movement must be submitted to examiners in January.

53ab: Scales—Any major or minor scale (named by the examiners) to be played in the form given for major scales in 51ab, M.M. quarter note=144. Any major scale (named by the examiners) to be played in thirds, sixths and tenths in form given for major scales in 51ab, M.M. quarter note=126.

Any major or minor scale (named by the examiners) to be played in rapid octave progressions.

54ab: Scales—Any major or minor scales (named by the examiners) to be played in the form given for major scales in 51ab, M.M. quarter note=160. Major scales in double notes to be played in rapid four octave progressions.

**PIANO 65. ELEMENTARY PIANO METHODS**

Teaching materials and methods for the pre-school child, the older beginner and the adult beginner, through first three years of piano study. Two hours.

**PIANO 66. INTERMEDIATE AND ADVANCED PIANO METHODS**

Teaching materials and methods for fourth to sixth years of children's piano study. The adolescent pupil and its problems; the adult student. Material and methods for teaching the intermediate piano course. A specialized study of teaching material for advanced students, including work in Bach, Mozart, Beethoven, Chopin, Brahms, Debussy, etc. Two hours.

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\* The student should demonstrate his ability to read at sight accompaniments and compositions of moderate difficulty. Several hymns and folk songs should be studied each semester. One accompaniment and one hymn or folk song must be played on each examination.

## ORGAN

*Ella Leona Gale, Kenneth Bade*

## ORGAN 5, 6

Organ instruction book such as Stainer Organ Method; selected Preludes and Fugues from the Eight Short Preludes and Fugues, J. S. Bach; pedal scales; selected organ compositions; the study of hymn playing.

Examination: Trios and Studies, Stainer; pedal scales; selected organ composition and two hymns (each semester); Prelude and Fugue second semester. Two hours.

## Collegiate:

## ORGAN 7, 8

Organ instruction book such as Stainer Organ Method; Pedal and Phrasing, Buck; Eight Short Preludes and Fugues, J. S. Bach; Sonatas, Mendelssohn; selections from the Liturgical Year Organ Chorales, J. S. Bach; pedal studies; selected organ composition by Rheinberger, Dubois, etc.

Examinations: Pedal Phrasing, Dudley Buck; selected movements of Mendelssohn Sonatas; selection from Liturgical Year and Little Preludes and Fugues; selected organ composition; two hymns; above required each semester. Six hours.

## ORGAN 9, 10

Scales and arpeggios for pedals; Master Studies, Wm. C. Carl; Pedal Studies, E. Truette; Little Fugue in G Minor, Bach; Prelude and Fugue in G Major (Dupre Ed. Vol. II); Sonatas, Mendelssohn; church service playing and accompaniment work; shorter works by Franck, Karg-Elert, and modern composers; hymns each semester. Examinations: Selections from Master Studies; selection from the above-mentioned Bach; Sonata, Mendelssohn; selected composition by above-named composers; hymns; above required each semester. Eight hours.

## ORGAN 51ab, 52ab

Nilson Pedal Studies; Prelude and Fugue in A Major, J. S. Bach; or equivalent; Concerto No. 1 in G Major, J. S. Bach; Trio Sonatas, J. S. Bach; Sonatas Numbers 5 and 7, Guilman; Symphony No. 2, Widor; score reading, oratorio, accompaniments; compositions by Franck, Vierne, Reger, Willan, Sowerby, Seth Bingham, Dupre. Examination: Selections from the above-mentioned Bach; Guilman Sonata or Widor Symphony; score reading; selected composition by above-mentioned composers; hymns; above required each semester. Eight hours.

## ORGAN 53ab, 54ab

Pedal Studies by Nilson; Fantasia and Fugue in G Minor, Prelude and Fugue, Toccata and Fugue (Dorian), Toccata and Fugue in D Minor, Trio Sonatas, J. S. Bach; Symphony No. 5, Widor; Sonata No. 1, Guilman; Chorales, Franck; compositions by Veine, Willan, Sowerby, Dupre, Hindemith.

Examination: Complete recital including numbers from the classical, romantic and modern schools. Eight hours.

## STRINGS

## VIOLIN

*Jewell Flaughter*

(The following requirements may be substituted, in some instances, with material of equal value.)

VIOLIN 5, 6—Technical development through the first five positions; Wohlfahrt Studies Opus 74 and Opus 45, Book II; Kayser Opus 20, Books I and II; Hermann, Preparatory Double Stops; Sitt Studies

Opus 32; Sevcik Bowing Studies, Book I; Schradieck, major and minor scales; solo pieces and easy concertos. For public school music students. Two hours.

Examination: Technic and one solo piece each semester.

VIOLIN 7ab, 8ab—Mazas Studies Opus 36, Book I; Kayser Opus 20, Book III; Sevcik, Preparatory Double Stops; Dont Studies Opus 37; Sevcik School of Technic. Opus I, Book III; Kreutzer, No. 13, Vivaldi-Nachez, A minor; Sonatas by Handel, Tartini, Nardini, etc. Eight hours.

VIOLIN 9ab, 10ab—Mazas Opus 36, Book II; Kreutzer Studies continued; Firoillo, Rode 24, Caprices; Dancia Opus 73; Haliar, Scale Studies; Concertos—Rode, No. 7; Voitti, No. 22; Beethoven Romances; moderately difficult compositions by Vieuxtemps, Wieniawski. Eight hours.

VIOLIN 51ab, 52ab—Gavinies Studies; Dont Opus 35; Wieniawski, Opus 18; Sevcik Opus 1, Book IV, School of Technic; Concertos by Mozart, Nos. 4, 5. Eight hours.

VIOLIN 53ab, 54ab—Bach Sonatas for violin alone; Paganini Caprices; Wieniawski, Opus 10; Etudes Modernes; Concertos—Mendelssohn, Bruch, etc.; concert pieces to display fine tone and technic. Eight hours.

VIOLONCELLO

CELLO 7ab, 8ab

Duport and Kreutzer Etudes; Popper, High School Etudes Book I; Romberg, Concerto No. 4; Grutzmacher, Hungarian Phantasie; Goltermann, Concerto A minor; Correlli, Sonata D minor; Sommartini, Sonata G, major; additional shorter selections. Eight hours.

CELLO 9ab, 10ab

Popper, High School Etudes Book II; Franchomme, Caprices; Bach, Suite G major; Popper, Hungarian Rhapsody; D'Albert, Saint Saens Concertos; Boellmann, Variations; pieces from standard concert repertoire. Eight hours.

CELLO 51ab, 52ab

Popper, High School Etudes Book III; Grutzmacher, late etudes; Romberg, Concerto No. 8; Bach, Suite C major; Servais, Fantasie, "Le Desir"; Lalo, Concerto; Breval, Sonata G major; pieces from standard concert repertoire. Eight hours.

CELLO 53ab, 54ab

Popper, High School Etudes Book IV; Piotti, Etudes; Bach, Suites No. 2, 4, 5, 6; Boccherini, Sonata A major; Locatelli, Sonata; Boccherini, Concerto B flat major; Tschaiakowsky; Variations; Additional concertos, sonatas and pieces from standard repertoire. Eight hours.

VOICE

*Kathryn Zook, Naomi Larsen, Walter B. Larsen,  
Gerald Greenlee*

VOICE MAJOR

Four Year Course Leading to the Degree of Bachelor of Music.

FRESHMAN	Sem. Hrs.	SOPHOMORE	Sem. Hrs.
Applied 7, 8	8	Applied 9, 10	8
Theory 3, 3a, 4, 4a	8	Theory 11, 11a, 12, 12a	8
Fine Arts 1, 2	4	Music Literature 31, 32	4
Choral Music 30	2	Social Science 1, 2	6
English 1, 2	6	Biblical Literature	4
Biblical Literature	4	Physical Education 3, 4	2
Physical Education 1, 2	2		

JUNIOR	<i>Sem. Hrs.</i>	SENIOR	<i>Sem. Hrs.</i>
Applied 51, 52 .....	8	Applied 53, 54 .....	8
Theory 61, 67 .....	6	Choral Music 81, 82 .....	4
Music Literature 43, 44 .....	4	Choral Music 95 .....	2
French or German .....	8	Controlled Music Electives ..	4
Ensemble 41, 42 .....	2	French or German .....	8
Music Electives .....	4	Ensemble 41, 42 .....	2
	—	Voice 86 .....	2
	32		—

30

#### VOICE 5, 6—FUNDAMENTALS OF VOICE

A study of "Fundamentals of Voice Building" — Larsen, and "Thirty-six Vocalises"—Sieber, diaphragmatic breathing, intonation, vowel and consonant formations, vocalises, etc.; the simpler songs in English, major and pure minor scales.

Examinations: First semester—one selection from Sieber, one song, and one hymn memorized. Second semester—one from Sieber, two songs, major and pure minor scales. This course is offered in class two hours per week. Four hours.

#### VOICE 7ab, 8ab

Elements of vocal culture, correct breathing, breath control, voice placing, poise, freedom of the throat, vowels, consonants, intervals, scales, arpeggios, rhythm. Further work in "Fundamentals of Voice Building" and "Thirty-six Vocalises," Vaccai exercises, simpler songs in English and Italian. Sieber exercises to be completed during 8ab.

Examinations: 7ab—Major, pure, harmonic and melodic minor scales, one Sieber, one Vaccai, one hymn, one Italian song and four English or American songs (sacred and seasonal songs, as well as art songs), and two Italian songs.

8ab—All major and minor scales (including chromatic), one Sieber (No. 25 or above), one Vaccai, one hymn, four English or American songs (sacred and seasonal songs, as well as art songs), and two Italian songs. Eight hours.

#### VOICE 9ab, 10ab

Technical development, the sustained tone of the old Italian *Bel Canto*, ornamentation, runs and trills, the laws of interpretation, expression, tone color, clear enunciation and correct pronunciation. The classic school, the simpler arias, the beginnings of German Lieder, French and Italian songs, modern English and American songs. Vaccai exercises to be completed during 10ab.

Examinations: 9ab—All major and minor scales (including chromatic), dominant and diminished sevenths without accompaniment, one Vaccai, one of the simpler arias, four English or American songs (sacred and seasonal songs, as well as art songs), and two German songs.

10ab—One hymn, one Vaccai, one operatic aria, one oratorio aria, six songs in three different languages, including French. Eight hours.

#### VOICE 51ab, 52ab

Advanced vocalises from Panofka, Spicker, Marchesi, etc. The oratorio-recitative and aria, operatic arias, the Lieder, modern Italian, French, German, English and American songs.

Examinations: 51ab—One hymn, one operatic aria, one oratorio aria, three English songs (sacred and seasonal songs, as well as art songs), and three songs—one each in Italian, German and French.

52ab—same as 51ab. Eight hours.

**VOICE 53ab, 54ab**

Advanced vocalises continued. A complete oratorio role (or its equivalent), a study of aria from the operas, a large repertoire of classic art and modern songs sung with interpretative force. Students must prepare for graduation a complete program, including one operatic aria, one oratorio aria, eight songs from classic, romantic and modern composers in four different languages. Program must be submitted to the director with marked songs sung in public, songs memorized but not sung in public, and songs thoroughly studied during the four year course of study.

Examinations: 53ab—One operatic aria, one oratorio aria, two Italian songs, two French songs, two German songs and two English songs. 54ab—public recital. Eight hours.

**VOICE 86. TEACHING OF VOICE**

Special emphasis upon the foundation work for the beginner. Exact procedures given for the young teacher to use. Methods of teaching vocalises, breath control, phrase studies, beginners' songs, interpretation, recital preparation, materials for all types of students, recital program building, church solo singing, etc. Two hours.

**WOODWINDS AND BRASS**

*Sheldon Fardig, Harlow Hopkins*

**TRUMPET 5, 6**

Basic embouchure, breath control, tonguing, slur, dynamics, development of a two octave range, alternate fingering, scales. Arpeggios, phrasing; simple melodies through more advanced solos, one to be memorized each semester. One hour both semesters.

**TRUMPET 7ab, 8ab**

Arban, St. Jacome—Studies by Williams, Duhem, Clarke. All arpeggios and broken chords, M.M. 100 in quarter notes, as in Arban. All minor scales at 4/4 M.M. quarter note=50 in eighth notes. Major scales at 4/4 M.M. quarter in 16th notes. Single, double and triple tonguing. Amsden's Celebrated Duets. One solo each from the Classical repertoire and Romantic to Modern repertoire memorized each semester. Suggested solos: Concert Fantasia, Chords; Petite Piece Concertante, Balay; Etude de Concours, Petit. Scales will be requested by Examining Committee for performance according to above requirements. Scales to be played one, two or three octaves, as the compass of the instrument will permit. Eight hours.

**TRUMPET 9ab, 10ab**

Arban, St. Jacome's. Major scales 4/4 quarter=96 in 16th notes. Minor scales 4/4 quarter=50 in 16th notes. Arpeggios and broken chords at 100 in quarter note as in Arban. Intro. to Williams Transposition Studies. Single, double, and triple tonguing intensified study. Arban Characteristic Etudes. Amsden and Arban Duets. Suggested solos: Introduction and Scherzo, Goyens; Lides of Schumann, Brahms, Schubert. One solo each from classical and later repertoires memorized each semester. Scales will be requested by the examiners as per above requirements. Scales to be played one, two or three octaves, as the compass of the instrument will permit. Eight hours.

**TROMBONE 5, 6—**

Intro. to the technique and basic fundamentals of trombone playing, Müller, Arban Edwards-Honey, Clarke Methods. Buchtel, 1st Book of Trombone Solos. Studies by Cimera and Honey. Supplementary studies by Endresen. All scales, arpeggios, broken chords. Solo repertoire to include: Gioddani, Caro Mio Ben; Tchaikowsky, Valse Melancholique; Donizetti, Romanza. One solo to be memorized each semester. One hour both semesters.

**TROMBONE 7ab, 8ab—**

Arban, Endresen, and Cimera studies; special studies for legato, articulation, flexibility, and tone control. Solos recommended: Cords, Concert Fantasia; Solo de Concours, Croce and Spinelli; Martin Elegie, Bohme, Liebeslied. One solo to be memorized each semester. Scales to be played one, two or three octaves, as the compass of the instrument will permit. Eight hours.

**TROMBONE 9ab, 10ab—**

Arban, Book II. Kopprasch, Book I. Studies in transposition and clef reading. Solos such as, Rosseau, Piece Concertante, Blazenich, Concert Piece, No. 5; Grofe, Grand Concerto. One solo to be memorized each semester. Eight hours.

**FRENCH HORN 5, 6—**

Basic fundamentals of embouchure, tone, breathing, use of tongue, and articulation. Pottag-Honey method for French Horn. Primary studies for horn, including solos, duets and trios, Horner. All scales and arpeggios; double tonguing; muting; transposition. Concione vocalises. Horner studies. Solos by Kaufman, Boyd, Gounod and Brahms. Kopprasch, Book I. One solo to be memorized each semester. One hour both semesters.

**FRENCH HORN 7ab, 8ab—**

Kopprasch studies, Book II. Special studies for flexibility, range, sonority, attack and control. Transposition, clef reading and muting. Solos such as Wiedeman, Nocturne; Mendelssohn, Nocturne from Midsummer Night's Dream; Bloch, Chant d'Amour; Beethoven, Adagio Cantabile. One solo to be memorized each semester. Eight hours.

**FRENCH HORN 9ab, 10ab—**

French Horn passages from Orchestral works, Pottag; Mozart, Concerto for Horn in D Major, No. 1; Haleny-Gault, Romance from L'Eclair; Mozart Concerto No. 3 in E-flat; Strauss, Concerto for Horn, Op. 11. Execution of lip trill; double and triple tonguing. Schantl, Book IV or equivalent. One solo to be memorized each semester. Eight hours.

**CLARINET 5, 6—**

Klose Method; Magnani Method, Parts I and II. Production of tone, breathing, articulation. Scale studies and arpeggios. Ablert, Scale Studies. Rose, Thirty-two Studies. Elementary Solos to more advanced in Grade 4. Klose, Twenty Characteristic Studies, Fifteen Duets. One solo to be memorized each semester. One hour both semesters.

**CLARINET 7ab, 8ab—**

Rose, Forty Studies. Langenus, Virtuoso Studies and Scale Studies. Solos such as Weber, Concertino, Fantasy and Rhondo. One solo to be memorized each semester. Eight hours.

**CLARINET 9ab, 10ab—**

Rose, Twenty Studies after Radé. Jeanjean, Twenty-five Studies. Perrier, Thirty Studies after Bach, Handel, Dont, etc. Orchestra Studies. Weber, Concerti. One solo to be memorized each semester. Eight hours.

**FLUTE—PREP**

Long tones, major and minor scales, simple to difficult articulations. Hickok, Flute Fun. Chromatic scales, broken arpeggios, Wagner, Foundation to Flute Playing; Easy solos such as: Hahn, Transcriptions for flute, Popp-Sousman; Method for Flute, Marquarre, Studies. Kohler, Etudes I and II. Sonatas by Handel. One solo to be memorized each semester. Eight hours.

OBOE 5, 6—

Posture, breathing, embouchure, long tones, and production of dynamics. Simple melodies and chorales. Barrett, Exercises in Articulation. Major and minor scales. Beginning reed making. Barrett, Exercises in Articulation and Progressive Melodies. Eight solos from Labate, Oboe Repertoire. Gekeles, Method for Oboe. One solo to be memorized each semester. One hour both semesters.

BASSOON 5, 6—

Embouchure, attack, dynamics, scale studies, breath control, articulation, intervals and alternate fingerings. Studies by Weissenhorn. Reedmaking. Simple melodies through more advanced solos. Exercises in tenor clef, all major and minor scales, arpeggios, and broken chords. Milde, Studies. Weissenhorn. Duets, Boyd, Famous Melodies for Bassoon. One solo to be memorized each semester. One hour both semesters.

### ENSEMBLE

Four semester hours credit in Ensemble may be counted toward a music degree, and two hours toward a non-music degree.

Ensemble 41, 42

Orpheus Choir -----3 hours both semesters-----Walter B. Larsen  
 Symphony Orchestra --2 hours both semesters-----Walter B. Larsen  
 Concert Band -----2 hours both semesters-----Sheldon Fardig  
 Chancel Choir -----2 hours both semesters-----Naomi Larsen  
 String Quartet, Brass or Woodwind Ensemble, Vocal Quartet—1 hour each semester.

(One-half hour credit both semesters)

### THEORY

*Bernice Taylor, Walter B. Larsen, Wanda Kranich*

The courses in theory are designed (1) for those interested especially in the theoretical aspects of music, rather than in performance, and (2) to give proper foundation for building a balanced curriculum for the student majoring in applied music or music education.

Approved students working toward the Bachelor of Music degree may elect a major in Theory and Composition. They will be expected to meet all general education requirements for the Bachelor of Music degree, as outlined. In addition the major will consist of the following courses:

Concentration in Theory

\*Applied 7 to 10 and instrumental playing classes-----24 hours  
 Theory 3, 4, 11, 12, 61, 68, 69, 75, 76, 90, 98-----33 hours  
 Music Literature 31, 32, 43, 44-----8 hours  
 Controlled academic & music electives-----16 hours

Seniors will be required to pass a comprehensive examination covering the four-year theory curriculum, or upon approval of the advisor, may present a lecture-recital.

THEORY 1, 2—FUNDAMENTALS OF MUSIC

A fundamental theory course covering key signatures, scale forms, intervals, triads, rhythmic principles. Two hours.

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\* Voice and instrumental students must be sufficiently proficient on the piano to play simple accompaniments and to play at sight hymns, folk songs, octavo scores, etc.



**THEORY 3, 4—THEORY**

Harmony. A brief but thorough study of the fundamentals of music, including key signatures, scale forms, intervals and triads, in preparation for the four part writing studies. This course covers primary and secondary triads, dominant sevenths, dominant ninths, modulations, secondary seventh chords, and original writing.

**Ear Training**

Harmonic dictation in correlation with the work in theory, including all triads, the dominant seventh chord, and inversions.

A fundamental theory course covering key signatures, scale forms, A unit course, meeting 4 hours per week for three hours credit both semesters.

**THEORY 3a, 4a—CHORAL READING CLASS**

The singing and recognition of diatonic intervals, major and minor triads, single rhythms, pitches, and melodies. The singing of simple styles in four part writing, including rounds and canons. One hour both semesters.

**THEORY 11, 12—ADVANCED THEORY****Advanced Harmony**

Chromatic alterations and chromatically altered chords; combinations of the major and minor modes; borrowed chords; apparent dominant formations; the higher dissonant chords; Neapolitan sixth chords; augmented sixth chords; non-harmonic tones. Advanced work in melody and bass harmonization; original writing. Harmonic analysis representative of the work covered; material taken from the masters. Analysis of the simple forms.

**Advanced Keyboard Harmony**

A study of modulatory progressions, secondary, seventh chords, diminished seventh chords, chromatically altered chords; Neapolitan sixths, augmented sixths; transposition of thematic material taken from the classics.

**Advanced Ear Training**

Harmonic dictation in correlation with advanced theory, including advanced chords, also the hearing and writing of hymns and classical themes by ear.

A unit course, meeting 4 hours per week for three hours credit both semesters.

**THEORY 11a, 12a—ADVANCED CHORAL READING CLASS**

Advanced singing of choral material, representing each of the major periods of music history. Attention given to irregular rhythms, etc. One hour both semesters.

**THEORY 61—COUNTERPOINT**

Tonal counterpoint in two, three, and four parts, in the five species; harmonization of the Bach chorales. Invertible counterpoint at the octave, fifteenth, tenth and twelfth, two, three parts. Canon at all intervals. Three hours.

**THEORY 63, 64. ORCHESTRA CONDUCTING**

A study of baton technic; tempo, phrasing, dynamics; score reading; emphasis on materials, types of instrumentation, program building and rehearsal technique for school and amateur orchestras. Conducting of orchestral scores of the classic and romantic periods. Two hours both semesters.

**THEORY 67. FORM AND ANALYSIS—**

An analytical study of the development of form and style through representative literature; modal and polyphonic music: the sonata form and its development; music of the nineteenth century; analysis of the

idioms, forms and styles of composers of the twentieth century. Three hours.

**THEORY 69. PRACTICAL COMPOSITION—**

Arranging for male voices, female voices, mixed choruses; descants; extended hymn arrangements; writing of original hymns. Original songs and piano pieces in the smaller forms. Elements of fugal composition: writing of answer, countersubject, exposition, episodes, stretto; analysis of selected fugues by Bach. Two hours.

**THEORY 75, 76. PRACTICAL INSTRUMENTATION—**

Range and transposition of the instruments of the orchestra; timbres of instruments individually and in combination; arranging for small groups and for full orchestra. Emphasis will be placed on arranging for school orchestras, with limited instrumentation and players of moderate ability. Two hours both semesters.

**†THEORY 90. TEACHING OF THEORY—**

The study of the teaching of harmony, ear training and keyboard harmony, and sight singing, with practical experience in the classroom. Three hours.

**†THEORY 98. MODAL COUNTERPOINT—**

A practical course in counterpoint through the study of the Medieval Modes, fifteenth and sixteenth century counterpoint. Three hours.

## MUSIC LITERATURE AND HISTORY

*Robert W. Glover and Staff Members*

For those especially interested in the literature and history of music this Department offers a well rounded major program for the Bachelor of Music degree.

In church music, the aim is to inspire and encourage those who lead in the ministries of music through historical and practical studies, research, and application. It is also the aim of the Department of Music Literature to acquaint the students both of the Division of Fine Arts and of other divisions of the college with as many of the great musical works, and to show their place in the total historical development of music and the arts.

Major students will meet all of the general education requirements and in addition will complete the following courses:

Concentration in Music Literature and History

*Applied 7 to 10 .....	16 hours
Theory 3, 4, 11, 12, 61, 68.....	22 hours
Music Literature (approved courses).....	32 hours
Controlled music and academic electives.....	10 hours

**MUS. LIT. 13, 14. MUSIC APPRECIATION—**

A general survey course especially adapted to liberal art students and education majors. Two hours both semesters.

**MUS. LIT. 31, 32. SURVEY OF MUSIC LITERATURE—**

An introduction to the materials which make up music, with illustrations from literature of all periods and styles. The first semester will deal primarily with symphonic literature, and the second will deal primarily with vocal literature. The emphasis is placed on developing intelligent listening on the part of the student. The first semester is not a prerequisite for the second semester. Two hours both semesters.

\*Voice and instrumental students must be sufficiently proficient on the piano to play simple accompaniments and to play at sight hymns, folk songs, scores, etc. Seniors will be required to present a lecture-recital.

**MUS. LIT. 43, 44. SURVEY OF THE HISTORY OF MUSIC—**

The history of music from the ancient Greeks to the present. The first semester will deal with the period of the Greeks to Bach and Handel, and the second will continue to music of our time. Both vocal and instrumental forms will be studied, with as much emphasis as possible placed on students studying and performing the actual music of the various periods. The first semester is a prerequisite for the second, except when the instructors' permission is obtained. Two hours.

**†MUS. LIT. 55, 56. PIANO LITERATURE—**

A discussion of style and interpretation of piano music from the time of Scarlatti and Couperin to the present day. Analysis and listening to representative works. Discussion of editions and relative value as teaching material. Two hours both semesters.

**MUS. LIT. 57. LITERATURE OF THE ORCHESTRA—**

A critical study of the development of the sonata form from the concerto grosso and the early suite. Analysis of works by Corelli, Bach, Haydn, Mozart and Beethoven. Advance in orchestration noted. Three hours.

**MUS. LIT. 58. LITERATURE OF THE ORCHESTRA—**

Developments in form and instrumentation in the 19th and 20th centuries. Special attention given to the tone poem and use of the *leitmotiv*. Analysis of characteristic works. Three hours.

**†MUS. LIT. 77. THE LITERATURE OF THE VIOLIN—**

The evolution of the violin construction, and a survey of literature from Corelli to the present. Analysis of works. Two hours.

**†MUS. LIT. 78. CHAMBER MUSIC LITERATURE—**

Designed particularly for the string instrument player. Analysis of characteristic quartets, trios, etc. beginning with the music of Haydn. Two hours.

**†MUS. LIT. 73, 74. COMPARATIVE ARTS—**

A study and analysis of the philosophical and economic background of various periods in a history of the arts. Comparison of trends in painting, sculpture, architecture, literature and music. Three hours both semesters.

**MUS. LIT. 87, 88. SEMINAR—**

Development of a project selected with the aid of the instructor from some phase of Music Literature. Two hours both semesters.

## CHURCH AND CHORAL MUSIC

*Walter B. Larsen, Robert Glover,  
Naomi Larsen, Ella L. Gale, Marion Gardner*

For students who expect to be church musicians, the Department offers a program intended to give a comprehensive and thorough technical training along with the deeply spiritual emphasis of the college. Believing that spiritual fervency and technical proficiency can be combined, Olivet presents an extensive four-year course with a major in Church Music on the Bachelor of Music degree, which will enable the graduate to take his place in church music circles without apology. The curriculum is designed primarily for the church choir director, church organist, the organist and choirmaster, the church soloist, and the music evangelist who desires extensive training that he might give the best possible service to the church.

A secondary aim of the Department of Church Music is to prepare students for participation in church services as pianists and song leaders.

In addition to meeting the general requirements for the Bachelor of Music degree, a major will consist of the following courses:

**Concentration in Church Music**

Applied music (organ or voice) .....	24 hours
Music Literature 31, 32, 43, 44 .....	8 hours
Theory 3, 4, 11, 12 .....	16 hours
Choral Conducting 30, 81, 82 .....	6 hours
Church Music 59, 60, 95, 96, 97 .....	11 hours
Controlled academic and music electives .....	18 hours

Seniors will be required to present a lecture-recital.

Voice majors must pass a proficiency in piano before the senior year.

A minor in Church Music consists of 18 hours in courses approved by the Chairman of the Division of Fine Arts and department head.

**CHURCH MUSIC 1, 2. HYMN PLAYING—**

Instruction in congregational playing solo work, and accompaniments. One hour both semesters, ½ hour credit.

**CHORAL MUS. 30. ELEMENTARY CONDUCTING—**

Elementary technic of the baton and the conducting of assembly singing. Two hours.

**CHURCH MUS. 35, 36. CHURCH SERVICE PLAYING—**

Organ materials and methods for correct playing of the church service and recitals. One hour each week, ½ hour credit both semesters.

**CHURCH MUS. 59. MUSIC IN THE CHURCH SERVICE—**

A survey of materials and methods of music suitable for the worship service, the evangelistic service, the Sunday Bible School, the prayer service, etc. A thorough analysis of the Nazarene hymnal. The organization and management of the department of music in the church. Relation of music to the church, music problems, value of the Junior, Young People's and Senior Choirs. Two hours.

**CHURCH MUS. 60. HYMNOLOGY AND LITURGICAL MUSIC—**

The music and traditions upon which are based the hymnology and rituals of the Jewish, Catholic, Lutheran, Anglican and non-liturgical Protestant churches. Two hours.

**CHORAL MUS. 80. CHORAL ARRANGING—**

Analysis of problems in arranging for performance and publication; special attention given to arranging for radio. Laboratory work in re-voicing, reharmonization, addition of contrapuntal features; introductions, bridges, modulations, etc. Two hours.

**CHORAL MUS. 81, 82. CHORAL CONDUCTING—**

Routine and technic of choral conducting; study of school music materials, anthems, cantatas and oratorios. Each member will conduct assigned choral selections with one of the college choirs. Organists will have experience in directing from the console. Seniors must make public appearance as conductors. Two hours both semesters.

**CHORAL MUS. 95. CHORAL LITERATURE—**

Special emphasis on sacred choral literature; the early motet, Palestrina's acappella style, German cantatas and passions, Bach's choral works, the oratorio, the development of the anthem, modern choral works. Two hours.

**CHORAL MUSIC 96. ORGAN LITERATURE AND IMPROVISATION—**

A study of literature for teaching and playing the organ, improvisation at the organ in simple forms, and a brief study of the general principles of organ construction. Two hours.

**CHURCH MUS. 97. SEMINAR IN CHURCH MUSIC—**

Development of a project selected, with the aid of the instructor, from some phase of Hymnology or Music Liturgy. Three hours.

**MUSIC EDUCATION**

*Sheldon Fardig, Jewell Flaughter*

The objective of the Department of Music Education is the necessary training of properly qualified students for positions as teachers or supervisors of music in the public schools in accordance with the requirements of the State Board of Education and the University of Illinois. Each student taking this curriculum which leads to a Bachelor of Science degree, will select an applied music concentration, either in voice, piano, or some other instrument.

**MUSIC EDUCATION MAJOR**

Four Year Course Leading to the Degree of Bachelor of Science			
FRESHMAN	<i>Sem. Hrs.</i>	JUNIOR	<i>Sem. Hrs.</i>
Applied	6	Applied	6
Theory 3, 3a, 4, 4a	8	Theory 61, 67	6
Fine Arts 1, 2	4	Mus. Educ. 45, 46	4
Choral Music 30	2	Mus. Educ. 93, 93a	4
English 1, 2	6	Social Science 1, 2	6
Biblical Literature	4	Biology 4 or Botany 8	5
Physical Education 1, 2	2		
	32		31
SOPHOMORE	<i>Sem. Hrs.</i>	SENIOR	<i>Sem. Hrs.</i>
Applied	6	Applied	6
Theory 11, 11a, 12, 12a	8	Theory 75, 76	4
Music Literature 31, 32	4	Music Educ. 94, 98	6
Music Educ. 27, 28	4	Music Literature 43, 44	4
Psychology 1	3	Education 62, 68	6
Education 6	3	English Elective	2
Biblical Literature	4	Controlled Elective	2
Physical Education 3, 4	2	Choral Music 81	2
	34		32

**MUS. ED. 27, 28. STRING INSTRUMENTS AND METHODS—**

Study of violin, viola, 'cello, bass. Correct fingering, bowings, positions. Methods and materials for school classes. Two hours both semesters.

**MUS. ED. 45. WOODWIND INSTRUMENTS AND METHODS—**

Study of clarinet, flute, oboe, bassoon. Correct fingering, tonguing, breathing, intonation. Various types and development of embrochure. Various approaches to technical difficulties and development of technique. Methods and materials for school classes. Two hours.

**MUS. ED. 46. BRASS INSTRUMENTS—**

A study of the fundamental theory of brass instruments and correct embrochure. The development of the ability to play one brass instrument acceptably, and a familiarity with the special techniques of the other instruments. Two hours.

**†MUS. ED. 47. PERCUSSION INSTRUMENTS AND METHODS—**

A study of and practice in the rudimentary techniques of percussion instruments. Two hours.

**MUS. ED. 65. ELEMENTARY PIANO METHODS—**

Teaching materials and methods for the pre-school child, the older beginner and the adult beginner, through first three years of piano study. Two hours.

**MUS. ED. 66. INTERMEDIATE AND ADVANCED PIANO METHODS—**

Teaching materials and methods for fourth to sixth years of children's piano study. The adolescent pupil and its problems; the adult student. Material and methods for teaching the intermediate piano course. A specialized study of teaching material for advanced students, including work in Bach, Mozart, Beethoven, Chopin, Brahms, Debussy, etc. Two hours.

**†MUS. ED. 86. TEACHING OF VOICE—**

Special emphasis upon the foundation work for the beginner. Exact procedures given for the young teacher to use. Methods of teaching vocalises, breath control, phrase studies, beginners' songs, interpretation, recital preparation, materials for all types of students, recital program building, church solo singing, etc. Two hours.

**MUS. ED. 93. ELEMENTARY SCHOOL MUSIC METHODS—**

An orientation course to assist the student in formulating a philosophy of music education and to acquaint him with current materials and practices in elementary school music teaching. Practice Teaching No. 92a is to be taken with this course, but is not required of experienced teachers. Three hours.

**MUS. ED. 93a. PRACTICE TEACHING—**

Observation and evaluation of various school music programs. This course is to be taken with Music Education 93 except as waived in the case of experienced teachers. One hour.

**MUS. ED. 94. SECONDARY SCHOOL MUSIC METHODS—**

A study of the general principles of education relative to the teaching of secondary school music. The techniques of conducting the special music classes, the vocal and instrumental programs of the school, and the administration of these activities. Prerequisite Music Education 92. Two hours.

**MUS. ED. 97, 98. PRACTICE TEACHING—**

Observation and active participation in all phases of the teaching and administration of the school music program. Classroom discussion of current writings. Survey of vocational opportunities. One class hour per week, conference hours as arranged, and field work to meet the State of Illinois certification requirements. Two hours both semesters.

## ART

*Irving Lauf, William Sloan*

The work in art at Olivet, aside from the general survey course in Introduction to Fine Arts, is limited largely to that used in home making and in the teaching of art in the elementary schools.

**7. INTRODUCTION TO DESIGN—**

Practice in the fundamental principles and elements in creative work applied to every day living in the school, home, and community. Emphasis upon elementary printing, stick and circle drawing, and blackboard mosaic and elementary sketching. Two hours.

**9. PRINCIPLES OF DESIGN—**

An introductory course in design presenting basic principles relative to line, mass, texture, and color. The laboratory problems are worked

out in various media. Two hours. (This course is equivalent to Home Economics 9.)

10. INDUSTRIAL DESIGN—

Experience in designing and working with paper tearing, weaving, finger painting, clay modeling, murals, and textile decorations. Emphasis upon creativeness and functionality. Two hours.

12. ART APPRECIATION—

An analysis of creative activity in some selected periods in painting, sculpture, and architecture. Two hours.

71. PUBLIC SCHOOL ART—

Methods of teaching art in the elementary school. Two hours.



LABORATORY GLIMPSES





EXTRA CURRICULA

# Division of Languages and Literature

*Coral E. Demaray, Chairman*

The Division includes the Departments of Classical Languages and Literature, English Language and Literature, Modern Languages, and Speech.

The aims of instruction are detailed in each department but in general include the following: (a) to provide training in the effective use of the English language, both written and spoken; (b) to enlarge the cultural background of the student through the study of literature, and through an acquaintance with at least one foreign language; (c) to provide experience in the interpretation of literary masterpieces of the past and present, relating them to the social, religious, and political ideals of the peoples involved; (d) to develop an appreciation and love for the true and the beautiful in verbal expression, that a life of richer significance may be achieved through self-expression, emotional release, and creative activity; (e) to inculcate a taste for wholesome reading and other literary activities, and to develop standards by which the student may be enabled to evaluate the relative merits of that which he reads and hears.

## CLASSICAL LANGUAGES AND LITERATURE

*C. E. Demaray*

The aim of this department is four-fold: (a) to aid students in acquiring a mastery of the Greek and Latin languages and of the art of translation into clear and idiomatic English; (b) to increase the students' knowledge of English through an acquaintance with the grammar and vocabulary of the two ancient languages by which it has been influenced most profoundly; (c) to acquaint them with the great masterpieces of the Greek and Roman literatures and with the contribution which those literatures and the cultures they represent have made to our modern civilization; and (d) in New Testament Greek, to aid prospective ministers in acquiring an ability to read and interpret the New Testament in the original language.

No major is offered in Greek or Latin. A classical major may be fulfilled by the completion of 20-22 hours in advance of the first year courses, under direction of the Department head. A minor in either Greek or Latin will consist of eighteen hours, of which ten must be taken in college courses in advance of the first year. For a teaching minor this should be supplemented by one or more courses in ancient civilization chosen under the direction of the head of the Department. For a student who elects in college a foreign language begun in high school, the minimum language requirement will be reduced four semester hours for each year of the high school language. Courses (numbered) 5 and 6 (New Testament) may be accredited on the A.B. and B.S. degree only in the field of Bible and religion, which field is limited to fourteen hours.

## GREEK

### 1, 2. ELEMENTARY GREEK—

Pronunciation, inflections, principal rules of syntax. Continuous readings in the second semester from Xenophon's *Anabasis* and other

classical sources. Four hours both semesters. (Credit not allowed for less than one year.)

\*3, 4. INTERMEDIATE GREEK—

Review of forms and syntax accompanied by exercises in Greek composition. Continuation of Xenophon's *Anabasis*, followed by more advanced readings chosen from Plato and other Attic prose writers. Parallel study of Greek life. Three hours both semesters.

†5, 6. NEW TESTAMENT GREEK—

A continuation of grammatical study with emphasis upon differences between Attic and New Testament Greek. Rapid reading of portions selected from the Gospels, from Acts, and from the Pauline epistles. The principles of sound exegesis will be studied. This course is parallel to Greek 3 and 4. Prerequisite Greek 2 or equivalent. Three hours both semesters.

51. THE GREEK EPIC—

Selections from Homer's *Illiad* and *Odyssey* with a parallel study of Greek literature of the Classical and Homeric periods. Prerequisite Greek 4 or equivalent. Two hours.

†52. GREEK HISTORIANS—

Selections from Herodotus and Thucydides, with collateral reading in contemporary Greek history. Prerequisite Greek 4 or equivalent. Two hours.

53, 54. ADVANCED READINGS FROM HELLENISTIC GREEK—

A wide variety of reading will be selected from the Koine of the New Testament period, including portions of the Septuagint, Old Testament, the Book of Enoch, Philo, Josephus, the Apostolic Fathers, and the Greek Papyri. The characteristics of the Koine will be observed for the purpose of better understanding the Greek New Testament. In the second semester the First Epistle to the Corinthians will be made the basis of a critical and expository study. Two hours both semesters.

## LATIN

\*1, 2. ELEMENTARY LATIN—

Pronunciation, inflections, principal rules of syntax, Readings from Caesar's *Gallic War* in the second semester. Four hours both semesters. (Credit not allowed for less than one year.)

3, 4. INTERMEDIATE LATIN: CICERO AND VIRGIL—

Review of forms and syntax, accompanied by exercises in Latin composition. Selected readings from Cicero's *Orations* and Virgil's *Aeneid*. Discussions and reports on Roman life and customs. Prerequisite Latin 1 and 2, or two years of high school Latin. Three hours both semesters.

†31. REVIEW OF LATIN GRAMMAR—

A rapid review of the essentials including both forms and syntax. Writing of easy prose exercises. Open to all students having had Latin 1 and 2 or the equivalent. Required of minors and majors. Three hours.

†32. SURVEY OF LATIN LITERATURE—

Selections will be read from the several periods of the literature, both in Latin and in representative English translations. A parallel study will be made of the development of literary forms at Rome and of the relation between Greek and Roman literature. Three hours.

## ENGLISH LANGUAGE AND LITERATURE

*C. S. McClain, Blanche Bowman, Winona Kell*

The English Department seeks to enhance the students' facility in oral and written expression; to furnish him an essential core of information concerning the origin and development of the English language and literature; to acquaint him with some of the masterpieces of our literary culture; to develop an appreciation for good literature; and to provide, as far as possible, satisfactory criteria for the evaluation of literature.

A major is offered in English language and literature consisting of thirty hours in the field of English, of which twenty must be in courses not open to freshmen and exclusive of English 74. Required, English 11 and 12, one course in 19th Century English Literature, and a minimum of twelve hours in courses numbered from 50 to 100. For a teaching major, English 74 must be added to the above. Four hours of speech (exclusive of Speech 1 and 2) may be included. English majors who are candidates for teaching certificates in English will be expected to clear a proficiency examination in English grammar during the junior or senior year.

Minor in English: Sixteen hours, including a minimum of six hours of literature. Three hours of speech may be included.

### GENERAL ENGLISH

#### 1, 2. GENERAL ENGLISH—

A communications course including writing, speaking, listening, and reading. This course may be offered as meeting the requirement of six hours of Freshman English as well as four hours of speech in all curricula in which either of these subjects is required. A pilot course in General Education, it is not to be taken concurrently with or subsequent to English 1, English 1A, English 1B, or Speech 1. Five hours both semesters.

### WRITTEN AND ORAL ENGLISH

All college freshmen are given an examination in the fundamentals of English composition upon entrance, on the basis of which they will be placed in English 1, English 1A, English 1B, or General English, according to proficiency. English 1B meets five periods per week for three hours credit.

#### 1, 2. FRESHMAN ENGLISH—

Study and practice in the writing and speaking of English. Special emphasis on written themes, with considerable attention to oral composition. Required of freshmen. Three hours both semesters.

#### 1A, 2A. FRESHMAN ENGLISH—

Study and practice in the writing and speaking of English. For those who are above the average freshman in knowledge and use of the principles of composition. Attention to both written and oral composition. This course meets the English requirement for freshmen. Three hours both semesters.

#### 1B, 2B. FRESHMAN ENGLISH—

A course in grammar and English composition emphasizing the fundamentals of structure. Drills in correct usage both written and oral. For those freshmen who need special attention to basic principles of expression, as revealed by prior record in preparatory English and by preliminary tests. This course meets the English requirement for freshmen. Class meets five hours per week. Three hours credit both semesters.

## 28. CREATIVE WRITING—

Narrative, descriptive, and expository writing, including a minimum of one short story and one poem. Articles are studied for structure and technique, and as to types suitable for various publications. Prerequisite Freshman English.

## 29. ELEMENTARY JOURNALISM—

An analysis and classification of news, types of news stories and articles, and practice in writing leads and various types of stories. Included is a study of sources of news and how news is gathered. Prerequisite sophomore standing, or the consent of the instructor. Two hours.

## 40. FEATURE ARTICLE WRITING—

This two-hour course is a practical introduction to the writing of feature articles for both newspapers and magazines. Initial but brief attention is given to techniques, then, at greater length, to application of these techniques in various types of articles and features. Prerequisite English 29 or consent of the instructor.

## LITERATURE

## 5, 6. INTRODUCTION TO LITERATURE APPRECIATION—

A study of the best poetry and prose of both the past and the present are studied, with the emphasis upon literary terms and structure. Two hours both semesters.

## 11. ENGLISH LITERATURE TO THE RESTORATION—

A study of English literature from its beginnings to the Restoration period, with major attention upon Chaucer, Spenser and later Renaissance authors, to the time of the rise of Puritanism in England. Required of the English major. Three hours.

## 12. CLASSICISM IN ENGLISH LITERATURE—

A study of literature of the ages of Dryden, Pope, and Johnson reflecting historical, social and aesthetic backgrounds of the era of classicism, 1660-1798, with the beginnings of Romanticism. Required of the English major. Three hours.

## 31, 32. LITERATURE OF THE BIBLE—

An appreciative consideration of the literary forms of the King James version of the Scriptures, including a study of the characteristics of Hebrew literature retained in the English translation. The first semester will be given to a study of prose selections from both the Old and New Testaments: short story forms, essays, speeches, and dramatic prophecy. The second semester will consist of a study of the poetry of the Bible, including short lyrics, the book of *Psalms* and the book of *Job*. Two hours both semesters.

## 41, 42. AMERICAN LITERATURE—

A survey of American literature from Colonial days to the present time. The course will trace the relationship of American letters to other aspects of our national development. Three hours both semesters.

## 55. POETS OF THE ROMANTIC MOVEMENT—

A study of the major poets of the romantic movement in English literature. The eighteenth century beginnings of romanticism, both continental and English, will be considered, as well as the relation of the literary movement to the educational, social, and religious development in England. Three hours.

## 56. VICTORIAN POETS—

A study of the poetry of the Victorian era in English literature with chief attention to Tennyson and Browning. The relation of the

poetry to other significant cultural aspects of English life will be given attention. Three hours.

†59. ELIZABETHAN DRAMA, EXCLUSIVE OF SHAKESPEARE—

A critical appreciation of Shakespeare's chief contemporaries through a rapid reading of their most important dramas. Attention to text, sources, structure, characters, etc., with emphasis on linguistic and literary interpretation. Two hours.

\*69. THE 19TH CENTURY ENGLISH NOVEL—

A study of the major English novelists of the nineteenth century. Reports and discussions. Three hours.

\*70. SHAKESPEARE—

A class study of twelve representative plays of Shakespeare, including comedies, historical plays, and tragedies. Three hours.

\*71. MILTON—

A study of Milton's principal poems with an intensive reading of *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*. Two hours.

\*74. THE TEACHING OF ENGLISH—

A study of methods and technique in the teaching of English in the upper elementary grades and high school. For students majoring in English who are candidates for teachers' certificates. Two hours.

81. THE AMERICAN NOVEL—

Reading and class discussion of representative novels of outstanding American writers. Lectures and reading in the general field of American fiction. Three hours.

†83. WORLD POETRY—

A general survey of world poetry in English translation, with attention to both Asiatic and European cultures. Emphasis will be given to the productions of non-English speaking peoples. Two hours.

85. THE AMERICAN SHORT STORY—

This course is designed as a general course in the history and technique of the short story. Representative stories from American, British, French, and Russian authors are studied as illustrations of the changing form. Three hours.

\*86. MODERN AMERICAN AND ENGLISH POETRY—

A course in the appreciation of the contemporary poetry of the United States and England, including Walt Whitman and Emily Dickinson at the beginning, and American Negro poetry at the close. Such poets as Robinson, Lowell, Frost, Sandburg, Lindsay, Wylie, T. S. Eliot, Millay, and Stephen Vincent Benet are considered in the course. Three hours.

87. AMERICAN LITERATURE OF THE PERIOD OF  
HAWTHORNE AND MELVILLE—

A study of the major works of Hawthorne and Melville and their sources, including their influence on other writers. Three hours.

†93, 94. EARLY WORLD LITERATURE—

The contribution of each national literature of Europe and Asia to world thought analyzed through study of its masterpieces. Three hours both semesters.

## MODERN LANGUAGES AND LITERATURE

*L. W. Slagg, Nellie Hardin, C. E. Demaray*

The aims of the Modern Language Department are: (1) To gain a reading knowledge of the language; (2) to become better acquainted with

our own language through the study of the grammar of the foreign language; (3) to have some speaking knowledge of the language and an understanding of the simple spoken language; (4) to equip thoroughly those who plan to teach the language; (5) to furnish the study of the required language for future missionaries; (6) to provide basic language training for those entering business or commerce, requiring contacts with peoples of other languages.

Majors are offered in French and Spanish and a minor in German. For the major, twenty-four hours are required in advance of the first year and exclusive of French or Spanish 65, which is required, in addition, for a teaching major. A minor in a foreign language consists of a minimum of eighteen hours in one language, ten of which must be taken in college courses in advance of the first year. For a student who elects in college a foreign language begun in high school, the minimum language requirement will be reduced four semester hours for each year of the high school language.

## FRENCH

*Nellie Hardin, L. W. Slagg*

### 1, 2. ELEMENTARY FRENCH—

A text-book which combines grammar and oral work is used. Fundamentals of composition and pronunciation are stressed and conversation is begun. A reader of short stories is employed, and a second reader with emphasis on phonetics. Four hours both semesters. (No credit is allowed for less than one year.)

### 3, 4. INTERMEDIATE FRENCH—

A text-book of selected readings from modern authors is employed, including stories from World War II. A continuation is made of grammatical study, phonetics, and conversation. Three hours both semesters.

### 51. SEVENTEENTH CENTURY FRENCH DRAMA—

A study of the Classical period is made, with emphasis on the drama. Representative works of Corneille, Racine, and Molière are read. Three hours.

### 52. REALISM IN FRENCH DRAMA—

A study is made of the Realistic period which followed Romanticism, and representative selections are read from the works of Balzac, Dumas (fils), and Augier. Three hours.

### 53, 54. NINETEENTH CENTURY FRENCH DRAMA—

A study of the plays of Labiche and Martin, Brieux, and others, representative of the French stage of the nineteenth century. Three hours both semesters.

### 57, 58. MODERN WRITERS OF FRANCE IN SHORT STORY AND NOVEL—

The main emphasis is on the novel. Representative works of Sand, Bordeaux, Bazin, Barrès, Merimée, and Loti are studied. Three hours both semesters.

### 59, 60. SCIENTIFIC STUDY OF FRENCH PRONUNCIATION—

A textbook on French pronunciation is used, with constant practice in pronunciation and drill in the writing of phonetics. Conversation is stressed in the second semester. Required of majors and minors. Two hours both semesters.

### 65. THE TEACHING OF MODERN LANGUAGES—

A methods course dealing with language learning and teaching applied to French and Spanish primarily. Required of majors who plan to teach. Two hours.

### 75, 76. NINETEENTH CENTURY FRENCH ROMANTICISM—

A study is made of the Romantic period with emphasis on prose selections from the works of Rousseau, Bernardin de Saint-Pierre, Cha-

teaubriand, Hugo, Lamartine, Dumas (père), and Sand. Three hours both semesters.

81, 82. FRENCH GRAMMAR REVIEW—

A rapid review of French grammar. Open to all above the first year. Required of majors and minors. Two hours both semesters.

91, 92. A SURVEY OF FRENCH LITERATURE—

The characteristics of the main periods of French literature are surveyed and selections are read from characteristic works. Three hours both semesters.

## GERMAN

*C. E. Demaray*

1, 2. ELEMENTARY GERMAN—

Pronunciation, reading, and grammar. Four hours both semesters. (Credit not given for less than one year.)

\*3, 4. INTERMEDIATE GERMAN—

Composition and reading of modern prose. Three hours both semesters.

†51. INTRODUCTION TO SCHILLER—

Schiller's life; reading of works illustrating different periods of his development. Two hours.

†52. INTRODUCTION TO GOETHE—

Goethe's life and works. Reading of his easier works. Two hours.

†53. MODERN FICTION—

Survey of modern prose writers and reading of several representative works. Two hours.

†54. NINETEENTH CENTURY DRAMA—

Reading of several representative dramas of the period. Two hours.

†55, 56. DIRECTED READING—

A course in assigned readings chosen according to the student's needs. Designed for seniors who need one or two hours to finish a minor in German. Prerequisite German 51 or 53. One or two hours.

## SPANISH

*L. W. Slagg, Nellie Hardin*

1, 2. ELEMENTARY SPANISH—

A textbook which combines the grammar and the oral approach is used. The fundamentals of pronunciation and composition are emphasized. A graded reader is employed. Four hours both semesters. (Credit not given for less than one year.)

3, 4. INTERMEDIATE SPANISH—

This course includes a review of grammar, conversation, and reading of texts suitable for second year students. These include such texts as *Fortuna*, *Zaragüeta*, and *La Nela*. Three hours both semesters.

\*51, 52. INTRODUCTION TO SPANISH LITERATURE—

The works of authors such as Galdós, Alarcón, Trueba, and Ibañez of the nineteenth century are studied. Rapid reading is emphasized. Three hours both semesters.

\*53, 54. CLASSICAL SPANISH DRAMA—

The dramas of the Golden Age of Spanish literature are studied. Representative works of Lope de Vega, Calderón, Alarcón, and Tirso de Molina are chosen. Three hours both semesters.

55, 56. READING OF MODERN AUTHORS—

This course consists of the reading of modern authors, both of Spain and Spanish America, with more emphasis on American literature. Such



works as *Pata de Zorra*, *Clemencia*, *Pensativa*, and *El Socio* are included. Three hours both semesters.

†57, 58. NINETEENTH CENTURY SPANISH DRAMA—

A study of representative works of this period, such as *El Sí de las Niñas* and *Nuestra Natacha*. Class discussion on the material is encouraged. Three hours both semesters.

61. DIRECTED READING—

A course in assigned readings. Material which seems best suited to the student's need is selected. Only for seniors who need from one to three hours to finish a major, or to meet other special needs. A maximum of three hours is allowed.

65. THE TEACHING OF MODERN LANGUAGES—

A course in methods of teaching. See French 65 for description.

\*91. SPANISH GRAMMAR REVIEW—

Advanced grammar review and conversation. Open to all above the second year. Required of majors. Two hours.

†92. ORAL SPANISH—

This course consists exclusively of conversation based on texts which contain practical vocabularies. Required of all majors. Two hours.

## SPEECH

*LeRoy Brown, Winona Kell, Blanche Bowman*

The courses in the Department of Speech have three functions as follows: (1) The education of students in the fundamentals of speech, covering both scientific and artistic aspects; (2) The preparation of specially qualified students to become teachers in the field of speech; and (3) The development of skill in expression which will better equip the individual for places of leadership.

For a major in speech a minimum of thirty hours is required, including courses 1, 2, 15, 16, 35, 59, and 65 (twelve hours in courses numbered above 50). A minor in speech consists of eighteen hours selected in collaboration with the chairman of the Department, with a minimum of eight hours numbered above 50. Four hours of speech (exclusive of Speech 1 and 2) may be included in an English major; three hours in an English minor. Three hours of speech are required for the degrees of Bachelor of Theology, Bachelor of Science in Education, and Bachelor of Science in Business Administration.

**Radio:** Classroom work in the department is coordinated with radio workshop. The studios and Department of Speech offices are located on the fourth floor of the administration building. The facilities consist of studios, announcing booth, control room, record library, and a student production room. The microphones, loudspeakers, console recording and play-back apparatus are thoroughly modern.

In accordance with FCC regulations, WONC broadcasts, consisting of music, discussions, talks, and programs of special interest to our student body, have been discontinued until the station adopts facilities for broadcasting on FM frequency.

## PUBLIC SPEAKING

1, 2. THE FUNDAMENTALS OF SPEECH—

A course designed to develop an understanding of the basic principles of speech and proficiency in their use. Three hours both semesters.

17, 18. ARGUMENTATION AND DEBATE—

Methods of logical analysis; the kinds and forms of argument; the adaptation of argumentative materials to audience situations; and the

forms of debate. Practice debates on current subjects. Two hours both semesters.

31, 32. VARSITY DEBATE—

Work in this course centers around the intercollegiate debate question. Speech credit toward a degree may be earned in this field not to exceed two semester hours a year, or a maximum of four semester hours, in case the student participates more than two years.

55. PRINCIPLES AND METHODS OF DISCUSSION—

A study of the objectives, methods, and educational implications of open forums, symposiums, and panel discussions, with practical applications to public questions of current interest. Two hours.

59. PERSUASION—

A study of the nature and methods of attention, suggestion, and motivation as applied in speechmaking for the influencing of group opinion and action. Preparation and presentation of short persuasive speeches. Prerequisite Speech 1. Three hours.

### INTERPRETATION

35. ORAL INTERPRETATION OF POETRY—

Largely a drill course in the reading of various types of poetry. Two hours.

65. ORAL INTERPRETATION OF PROSE—

A study of dramatic and humorous readings from the point of view of the oral interpreter. Two hours.

69. ORAL INTERPRETATION OF CHILDREN'S LITERATURE—

A study of types of children's literature and children's story interests at each age level. The course provides experience in story telling and in the oral interpretation of literature for children. Two hours. (See Education 51).

80. CHORAL READING—

Direction and practice in the art of choral reading. Two hours.

### SPEECH CORRECTION

15, 16. TRAINING THE SPEAKING VOICE—

Designed to establish good speech habits through instruction in development and care of the speaking voice, drills, and application of this instruction to each individual's needs. Two hours both semesters.

58. PHONETICS—

Basic principles of phonetic study, including observation and representation of pronunciation; ear training; special drills. Three hours.

### RADIO

42. FUNDAMENTALS OF RADIO—

A comprehensive discussion-laboratory course covering the basic techniques of radio speaking, announcing and directing. Three hours.

†44, 45. RADIO SCRIPT WRITING—

The writing of scripts for various types of broadcasting, including the writing of radio plays, the arrangement and editing of newscasts, the preparation of commercial copy, and the writing of continuity for music programs. Two hours both semesters.

71. RADIO ANNOUNCING—

A drill course in the development of professional radio announcing skills. Training in the fields of news, special events, sports, musical programs, interviews, and commercial announcing. Three hours.

# Division of Natural Sciences

*J. B. Mack, Acting Chairman*

The Division of Natural Sciences includes Astronomy, the Biological Sciences, Chemistry, Mathematics, Physical Sciences and Physics.

The general purpose of the Division is to integrate the aims and the work of the various departments. The aim for each is not the acquisition of knowledge alone, but the developing of logical and orderly thinking habits. The objective is to acquaint the student with the scientific method as a means for arriving at the truth and to show that there is harmony between science and true religion.

Further aims are given more in detail in the introduction for each department, together with requirements for majors in the various fields.

## BIOLOGICAL SCIENCES

*D. J. Strickler, J. B. Mack*

This Department offers work to meet the needs of those who wish to secure a knowledge of the biological sciences, to enter medical school, to prepare to teach high school biology, or to pursue graduate study.

Majors are offered in biology and zoology. The major in biology consists of 30 hours in the field of biology, including a minimum of 12 hours in each of the subjects, zoology and botany, and including Botany 8, Zoology 7, Zoology 41, and at least eight hours of work in courses numbered from 50 to 100; and supported by a minimum of ten hours selected from the fields of \*physical science and mathematics. Certain courses in biology are required for the pre-medical curriculum. A biology minor consists of a minimum of sixteen hours.

A zoology major consists of twenty hours of zoology, exclusive of Zoology 7, supported by at least fifteen additional hours in the field of science. A student who wishes to select zoology as his major field after his freshman year should have completed General Zoology and General Botany. Students commonly take Zoology 7 and Botany 8 during their first two years. A zoology minor consists of a minimum of sixteen hours.

## BIOLOGY

### 4. GENERAL BIOLOGY—

A general education course designed primarily for those who will not specialize in biological study; to help the student understand and appreciate the living world of which he is a part. Three hours lecture, four hours laboratory. Five hours credit.

### 51. BIOLOGY FOR TEACHERS—

A course primarily for students who plan to teach high school biology and general science, including the planning of courses and the preparation of teaching materials. Prerequisite Botany 8 and Zoology 7. Two hours.

### \*52. FIELD BIOLOGY—

A study of plants and animals in the field in their native surroundings. The basic principles of conservation are considered. Prerequisite a course in biology. (Summer only.) Three hours.

### \*73, 74. RESEARCH IN BIOLOGY—

This course is open only to seniors who have had sufficient work in biology to make a beginning in research. Credit to be arranged.

\*Such subjects as mathematics, physics, chemistry, geology, physical geography, and astronomy are acceptable for meeting this requirement.

## BOTANY

### 8. GENERAL BOTANY—

A study of protoplasm, the cell, the chief types of tissues, the structure of stems, roots, leaves, flowers, fruits, seeds, and the more important physiological phenomena. Also a study of the plant kingdom, including vascular and non-vascular plants. Heredity and variation. Trips to field museum and park conservatories. Three hours lecture, four hours laboratory. Five hours credit.

### 12. PLANT MORPHOLOGY—

A course dealing with the structure and life histories of plants. Prerequisite Botany 8. Two hours lecture, two hours laboratory. Three hours credit.

### 57. PLANT ANATOMY—

A study of internal tissues and organs of vascular plants, with respect to their structure, development and relationships. Prerequisite Botany 8, junior standing. Three hours.

### 63, 64. HISTOLOGICAL TECHNIQUE—

The principles and processes of fixing, mounting, sectioning and staining of material for microscopic examination. Discussion and laboratory work. Prerequisite Botany 8. Credit to be arranged.

## ZOOLOGY

### 1. HYGIENE—

Essentials of personal and community health. The course is based upon those modern principles of hygiene that are intended to adjust the student in safeguarding and improving his own health and that of the community. Two hours.

### 7. GENERAL ZOOLOGY—

A study of the animal kingdom including taxonomy, anatomy, function, ecology, development, and genetics. Three hours lecture, four hours laboratory. Five hours credit.

### 10. VERTEBRATE ZOOLOGY—

A study of the systems and organs in vertebrates as well as their function and development. Lectures and laboratory. Prerequisite Zoology 7. Five hours.

### 16. ORNITHOLOGY—

A study of native birds, their structure, function, identification, conservation, economic value and migration. Lectures and field trips. Two hours.

### 41. GENETICS—HEREDITY—

A course in heredity and variation. The principles and the practical adaptations of the Mendelian inheritance. Prerequisite Botany 8, Biology 4, or Zoology 7, or sophomore standing. Three hours.

### 53. EMBRYOLOGY OF THE VERTEBRATES—

Lectures and laboratory work dealing mostly with the embryology of the chick. Prerequisite Zoology 7. Three hours.

### 54. PARASITOLOGY—

A course dealing with animal parasites and human disease; the life cycle of the parasites, their treatment and prevention. Prerequisite Zoology 7; two hours lecture, two hours laboratory. Three hours credit.

### 55. HUMAN PHYSIOLOGY—

A study of the anatomy and physiology of the human, dealing with the mechanics and functions of the various tissues and organs. Prerequisite Zoology 7 or chemistry. Three hours.

## 56. HISTOLOGY—

A study of the cell structure of human tissue with emphasis on how to identify the organs and tissues. Prerequisite Zoology 7; two hours lecture, two hours laboratory. Three hours credit.

## 63, 64. HISTOLOGICAL TECHNIQUE—

The principles and processes of preparing, mounting, sectioning, and staining of materials for microscopic examination. Discussion and laboratory work. Prerequisite Zoology 7. Credit to be arranged.

## 70. ADVANCED GENETICS—

Variations, eugenics, crime, biological aspects of war, race trends, and evolution. Prerequisite Zoology 41. Three hours.

## PHYSICAL SCIENCES

*W. D. Rice, R. W. Gardner*

## 1. INTRODUCTION TO PHYSICAL SCIENCE—

A general education laboratory course designed for freshmen and sophomores. The fields of astronomy, geology, meteorology and inorganic chemistry are covered. Four hours.

## 2. INTRODUCTION TO PHYSICAL SCIENCE—

A continuation of Physical Science 1, covering the fields of organic chemistry and general physics. Four hours.

## CHEMISTRY

The objectives of this Department are to prepare those students for fields of study which require a practical working knowledge of chemistry, to help those planning to teach this subject, to qualify students to enter a medical school, or to enable the student to pursue graduate study in chemistry.

A major in chemistry consists of a minimum of 30 hours including Chemistry 1 and 2 or 3 and 4, 51, 52, 83 and 84, supported by a minimum of 20 hours chosen from not more than two of the following: botany, zoology, physics, and mathematics and at least 8 hours must be taken in each subject if two are chosen. Representatives of the Chemistry, Physics and Mathematics Departments should be consulted concerning recommended electives. The premedical curriculum requirements should be carefully studied by those planning for medical work.

A minor in chemistry consists of a minimum of 16 hours including Chemistry 1 and 2 or 3 and 4. Those receiving credit in Chemistry 3 and 4 cannot receive credit also in Chemistry 1 and 2 since a maximum of only 10 hours credit can be earned in inorganic college chemistry.

## 1. INORGANIC CHEMISTRY—

Elementary inorganic chemistry for beginners in college chemistry with no previous experience in this subject, and consisting of a study of definitions, laws, typical elements, compounds and reactions. Three class sessions and two 2-hour laboratory periods per week. Prerequisite one unit of entrance credit in physics or two units in mathematics. Five hours credit.

## 2. INORGANIC CHEMISTRY—

A continuation of Chemistry 1, and must be taken to obtain credit in Chemistry 1. Five hours.

## 3. INORGANIC CHEMISTRY—

A more advanced study of college chemistry especially designed for those who are majoring in chemistry, or for those who have received a C+ average or better in high school chemistry. Three class sessions and two 2-hour laboratory periods per week. Required for a major in

chemistry or for pre-medical students. Minimum prerequisite same as Chemistry 1. Five hours.

#### 4. INORGANIC CHEMISTRY—

A continuation of Chemistry 3 and which must be taken in order to receive credit in Chemistry 3. Required for a major in chemistry or for a pre-medical student. Five hours.

#### 51. QUALITATIVE ANALYSIS—

A systematic analytical study of the common ions with special attention given to the conditions and techniques of group and of individual ion separations. Two class sessions and two 2-hour laboratory periods per week. Required for a major in chemistry. Prerequisite Chemistry 1 and 2 or 3 and 4. Four hours.

#### 52. QUANTITATIVE ANALYSIS—

A careful study of gravimetric and volumetric analysis with special attention given to sources of error, to calibration of instruments and apparatus, and to other important details in the improvement of laboratory technique. Two class sessions and two 2-hour laboratory periods per week. Required for a major in chemistry. Prerequisite Chemistry 51. Four hours.

#### †65, 66. CHEMISTRY IN THE HOME—

A study of chemistry designed especially to meet the needs of a student majoring in home economics. Special emphasis is placed upon the chemistry of foods, cooking, and nutritional requirements, household procedures involving a knowledge of chemistry, and the nature and care of textiles and cooking utensils. Two class sessions and two hours of laboratory and experimental work per week. Prerequisite Chemistry 1 and 2 or 3 and 4. Three hours both semesters.

#### \*83. ORGANIC CHEMISTRY—

The essential properties and preparations of the important classes of carbon compounds with emphasis placed upon structural formulas and nomenclature. The laboratory work is devoted to the preparation of typical organic compounds and to the study of their properties. Three class sessions and two 2-hour laboratory periods per week. Required for a major in chemistry. Prerequisite Chemistry 1 and 2 or 3 and 4. Five hours.

#### \*84. ORGANIC CHEMISTRY—

A continuation of Chemistry 83 and required for a major in chemistry. Prerequisite Chemistry 83. Five hours.

#### †91. CHEMISTRY FOR TEACHERS—

A course designed for students who plan to teach high school chemistry. It includes selection and arrangement of teaching materials, books and laboratory equipment. Prerequisite Chemistry 1 and 2 or 3 and 4. Two hours.

## MATHEMATICS AND ASTRONOMY

*R. W. Gardner, W. D. Rice, Elizabeth Endsley*

The Department of Mathematics aims to give students the following: (a) accuracy in dealing with mathematical facts; (b) an appreciation of the general application of mathematics; (c) such command of the subject matter as to make it a valuable tool in scientific and business fields; and (4) adequate preparation for teaching mathematics.

A major study consists of twenty semester hours, exclusive of courses 1 to 9 inclusive. All college curricula require three hours chosen from one of the following fields: Mathematics, Logic, or Physical Sciences.

A minor acceptable for a mathematics major consists of 20 hours (excluding freshman courses) selected from one or two of the following subjects: Accounting, Astronomy, Physics, Chemistry, Philosophy, Economics, and Mechanics.

1. FRESHMAN MATHEMATICS—

This course is designed to meet the objectives of a general education course in this area. It will consist of a study of the basic concepts and skills of mathematics, designed to be both practical and cultural. This course is to be offered in 1952-53 as a pilot course in the general education program. Three hours.

3. TRIGONOMETRY—

A study of the natural and logarithmic functions of the angle, the formulae for the functions of the sum and of the difference of two angles, the double angle, and the half angle. The laws of the sine, cosine, and tangents are formulated, and practical problems involving the right and oblique triangle are solved. Prerequisite Plane Geometry, and either advanced High School Algebra, or College Algebra. Three hours.

4. COLLEGE ALGEBRA—

A review of elementary principles followed by a study of quadratic equations, ratio, proportion, variations, progressions, determinants, permutations, combinations, logarithms, mathematical induction and the theory of equations. Prerequisite High School Algebra. Three hours.

5. ANALYTIC GEOMETRY—

Review of algebraic and trigonometric concepts involved; graphical representation of lines and curves in a plane; relations existing between equations and curves; straight lines; conic sections; coordinate systems; transformation equations; three dimensional geometry. Prerequisite Mathematics 3 and 4. Three hours.

†7. MECHANICAL DRAWING—

Use of instruments; geometric constructions; lettering; orthographic projections; sketching; isometric and oblique projection; inking, tracing; and blueprinting; dimensioning; sectioning. Three hours.

†8. DESCRIPTIVE GEOMETRY—

Projections of point, line and plane; revolution; surfaces; tangent planes; intersections; surface development; shades and shadows. Prerequisite Mathematics 7. Three hours.

9. BUSINESS MATHEMATICS—

Review of fundamentals of commercial arithmetic; application of percentage to business problems; simple interest and simple discount; algebraic equations; common logarithms; progressions. Three hours.

10. MATHEMATICS OF FINANCE—

Mathematics of investment; compound interest; compound discount; annuities; perpetuities; capitalized cost; sinking funds; depreciation; building and loan associations; valuation of bonds. Three hours.

51. CALCULUS—

Differentiation of algebraic and transcendental functions; applications; maxima and minima; evaluation of indeterminate forms; integral calculus; type forms; infinite series; multiple integration; applications to mechanics; simple differential equations. Five hours.

52. CALCULUS—

Continuation of 11. Five hours.

\*53. THEORY OF EQUATIONS—

The properties and roots of polynomials, the solutions of the cubic, quartic and reciprocal equations; also, symmetrical functions of roots, sigma functions, elimination, determinants, matrices, and complex numbers. Three hours.

## \*54. MATHEMATICS READING AND CONFERENCE—

A consideration of the origin, history, literature and nature of mathematics; modern tendencies, aims and methods of teaching the various branches of mathematics. Methods of research will also be studied. This course is required for teaching of mathematics. Three hours.

## \*55. MATHEMATICS READING AND CONFERENCE—

A continuation of 54 with special emphasis on assigned topics for individual study and research together with actual teaching experience in field of special topic. This course is recommended for all mathematics majors and teachers of mathematics. Three hours.

## †56. ADVANCED GEOMETRY—

Topics considered are such as Steiner and Mascheroni constructions; theorems of Appollonius, Ceva, and Menelaus; harmonic ranges; nine-point circle; poles and polars; inversion; crossratio; etc. Three hours.

## \*57. DIFFERENTIAL EQUATIONS—

Differential equations with applications to geometry and mechanics; a course designed primarily to be a working course for students in mathematics and physics. Three hours.

## †59 and 60. ADVANCED CALCULUS—

Review of fundamental theory; Taylor's series; partial differentiation; complex numbers and vectors; common differential equations; multiple integrals; line integrals; functions defined by intervals; applications to geometry and mechanics. Three hours both semesters.

## †61. HIGHER ALGEBRA—

Variation, simultaneous equations, progressions, binomial and multinomial theorems, permutations and combinations, determinants, matrices, series and theory of equations. Prerequisite Mathematics 51. Three hours.

## \*62. VECTOR ANALYSIS—

The study of vectors scalars, vector and scalar products of two and of three vectors. Differentiation of vectors, differential operators and their application to electrical theory, dynamics, and mechanics is stressed. Prerequisite Mathematics 51. Three hours.

## †1. DESCRIPTIVE ASTRONOMY—

A comprehensive study of the distances, motions, and mutual relations of the heavenly bodies; their form, dimensions, and physical conditions are studied together with the instruments used in studying them. Various problems of spherical astronomy such as latitude, longitude, time, right ascension, declination, parallax, refraction, precession, eclipses, and the principles of spectroscopy are studied. Prerequisite Mathematics 3, 4 and 5. Three hours.

## †2. DESCRIPTIVE ASTRONOMY—

A continuation of the study of Astronomy 1, treating principally of the sun, stars, nebulae, and the galactic system. On clear evenings direct observations are made with the telescope, and the principal constellations, stars, and planets are located. Prerequisite Astronomy 1. Three hours.

## PHYSICS

*W. D. Rice*

## 1. GENERAL PHYSICS—

(Mechanics, sound, and heat.) Lectures with demonstrations and recitations. Prerequisite Mathematics 2. Five hours.



**2. GENERAL PHYSICS—**

(Electricity, magnetism, and light.) Prerequisite Physics 1. Five hours.

**52. PRINCIPLES OF ELECTRICITY—**

A study of the laws of electrostatics, magnetism, electric and magnetic circuits, direct and alternating currents, oscillations, thermionic tubes. Special emphasis is given to the theory of the subject. Three hours.

**\*85. THEORETICAL MECHANICS—**

The topics considered are statics of systems of particles and of rigid bodies, centroids, friction, flexible cords, work and energy, simple harmonic motion, the pendulum, moment of inertia, momentum and such other topics invaluable to the student of mathematics and of engineering. Prerequisite Mathematics 3, 51, and 52, and General Physics. Three hours.

**86. THEORETICAL MECHANICS—**

A continuation of the study of mechanics dealing principally with the dynamics of particles and of rigid bodies. Prerequisite Physics 85. Three hours.

**87. MODERN PHYSICS—**

Atomic and nuclear physics will be the principal topics studied. Prerequisite Physics 1 and 2, and Mathematics 51 and 52. Three hours, first semester.

# Division of Religion and Philosophy

*J. Russell Gardner, Chairman*

The Division of Religion and Philosophy includes the Departments of Biblical Literature and Religion, Doctrinal Theology, Historical Theology, Practical Theology, Religious Education, and Philosophy. This Division constitutes one of the major areas covered in the work of the College. Practical as well as theoretical in scope, this division has certain intermediate objectives which relate the specific aims of its several departments to the general objectives of the school as a whole. Among these are the following: (1) It endeavors to coordinate the findings of reason and the disclosures of revelation into a distinctly Christian view of God, man, and the world; (2) It strives to inspire in each student a personal love of truth, goodness, beauty, and purity as the ultimate values for thought, character and life; (3) It seeks to stabilize the student's thinking and to ground his faith in the basic beliefs of Christianity as revealed in the Scriptures and expounded by the Church.

The degree of Bachelor of Theology requires the completion of one hundred twenty-eight semester hours. Of these, thirty semester hours of upper division work will constitute a major when properly selected from the four major Departments of Biblical, Historical, Doctrinal, and Practical Theology. A minor of not less than sixteen hours must be chosen from some department of instruction other than theology.

## PLACEMENT SERVICE

Students of Olivet Nazarene College who have prepared themselves for Christian service have not found opportunities lacking when they were ready to offer themselves in full time work to the service of the Church. Many graduates are now in places of influence and have great opportunities for service in the Kingdom of God.

Young people who are members of other denominations will find many openings in their own denominations for eager, Spirit-filled, well-trained workers such as Olivet Nazarene College seeks to develop.

More and more the leaders in the Church of the Nazarene are looking to our own schools for pastors, evangelists, missionaries and other church workers. Young people who expect to enter the ministry of the Nazarene Church should avail themselves of the opportunities offered in a Nazarene school, opportunities of contacting church leaders and of becoming acquainted with the ideals and the program of the Church of the Nazarene.

## BIBLICAL LITERATURE

*C. E. Demaray, M. J. Taylor, Wanda Donson, R. L. Lunsford*

The aims of this Department are: (a) To lead students into an intelligent appreciation of the Bible in its historical and literary aspects and in its relation to the origin and developments of the Christian religion, (b) To acquaint students with the religious concepts which underlie our Christian society, and (c) To give them a basic training in the use and interpretation of the Bible in religious education.

Eight hours of Bible are required for the A.B. and B.S. degrees. A maximum of six additional hours may be offered from the field of religion, including Bible.

\*1, 2. THE BIBLE AND THE CHRISTIAN FAITH—

A general education course in religion consisting of an introduction to the Christian faith and its book, the Bible. The first semester will emphasize the historical aspect of that faith, with the doctrinal and ethical implications being considered the second semester. The Bible will be the primary textbook. Three hours both semesters.

11, 12. OLD TESTAMENT SURVEY—

A comprehensive survey of the Old Testament, including the chief divisions, most important characters, and significant events. A brief introduction to Bible study will be included, and emphasis will be laid on the history of Israel and the messages of the prophets. Two hours both semesters.

13, 14. NEW TESTAMENT SURVEY—

A comprehensive survey of the New Testament, including its chief divisions, most important characters, and significant events. The life of Christ and the events connected with the birth of the Church will be emphasized in the first semester, the life of Paul and the Pauline epistles in the second semester. Two hours both semesters.

†15. THE PARABLES OF JESUS—

A study is made of the literary character and background of Jesus' parables with present application based upon recognized principles of interpretation. Two hours.

†16. THE MIRACLES OF JESUS—

A study of the historicity, different types, purpose, and teaching values of Jesus' miracles. Some attention will be given to various views which have been held in regard to them. Two hours.

\*36. PERSONALITIES OF THE O.T.—

More than 100 characters are studied for the purpose of promoting an understanding of Old Testament history and teaching. Both major and minor characters are included. Two hours.

\*44. POST-EXILIC JEWISH HISTORY AND LITERATURE—

A study of the history, literature, and religion of the Hebrew people from the Restoration to the Roman era. Special attention is given to the rise of New Testament Judaism. Two hours.

51, 52. BIBLICAL INTRODUCTION—

The Old Testament will be studied in the first semester and the New Testament in the second. The critical problems of the canon and text are considered. This leads to a discussion of the composition, authorship, date, and purpose of each book. The reading of the entire Testament will be required. Prerequisite one course in the same Testament, preferably Biblical Literature 11 or 13. This course is required of theology majors. Three hours both semesters.

53. THE SYNOPTIC GOSPELS—

A detailed study of the first three Gospels for the purpose of getting their account of the life and teachings of Jesus. Some attention will be given to the Synoptic problem. Two hours.

54. THE JOHANNINE LITERATURE—

This course will consider in a detailed manner the practical and theological content of the Gospel of John, together with the Epistles and the Apocalypse. Some attention will be given to the Johannine problem. Two hours.

**\*61. APOSTOLIC HISTORY AND TEACHINGS—**

A study of the book of Acts and the General Epistles, particularly the two Epistles of Peter and the Epistle of Jude. The progressive development of the Apostolic Church and of its teachings will be traced. Emphasis will be placed upon the life of St. Paul as a foundation for the study of the Pauline Epistles. Three hours.

**\*62. THE PAULINE EPISTLES—**

A brief exposition and background of each of the thirteen epistles, following as nearly as possible the chronological order, and associating them with the story as told in the Acts. Some attention will be given to critical problems, particularly in connection with the Pastoral Epistles. Three hours.

**†65. HEBREWS AND JAMES—**

A study of the organization and content of the Epistle to the Hebrews and the Epistle of James. The first will be related to the Old Testament sacrificial system and the second to the ethical teachings of Jesus. Some attention will be given to the study of types and to the apostolic interpretation of the Old Testament. Two hours.

**†71. THE PENTATEUCH—**

A study of the historical and theological content of the Pentateuch. Special attention will be given to the Mosaic legislation and the establishment of the Jewish nation. Three hours.

**\*72. THE MAJOR PROPHETS—**

A study of the activities of Elijah and Elisha followed by a detailed consideration of the writings of the four major prophets with exegesis of selected portions. Emphasis will be laid upon the Messianic passages. Three hours.

**\*73. THE MINOR PROPHETS—**

An expository and background study of the twelve minor prophets, following as nearly as possible the chronological order and relating them to the narrative in the historical books. Critical problems and present-day applications will be considered. Two hours.

**†74. THE POETICAL BOOKS—**

A study will be made of Hebrew poetry and the wisdom literature. Exegesis of selected Psalms and of portions of the other poetical books. Two hours.

**†76. APOCALYPTIC LITERATURE—**

After a brief survey of the non-canonical apocalyptic literature of the period from 600 B.C. to 300 A.D., a careful study will be made of the books of Daniel and Revelation and of the various interpretations which have been given them. Two hours.

**81. BIBLICAL BACKGROUNDS—**

A geographical and historical survey of the Mediterranean World of Bible times. Emphasis will be laid upon the geography and topography of the Holy Land and upon correlating the Bible narrative with the history of the lands surrounding Palestine. Two hours.

**82. BIBLICAL ARCHAEOLOGY—**

A brief study of the outstanding achievements of archaeology, its relation to biblical criticism and its general and specific bearing on the historicity and integrity of the Bible. Two hours.

\*93, 94. BIBLICAL INTERPRETATION—

The principles of sound Biblical interpretation will be carefully studied and applied to the exegesis of selected portions from both the Old and New Testaments. In the Old Testament, Isaiah, Jeremiah, and certain of the Psalms will be emphasized; in the New Testament, Romans, Ephesians, and Hebrews. Two hours both semesters.

## DOCTRINAL THEOLOGY

*J. R. Gardner, P. A. Wesche, M. J. Taylor*

The objectives of the Department of Doctrinal Theology are as follows: (1) To cultivate a fuller appreciation of the beliefs, doctrines, and institutions of the Christian church through a more adequate knowledge of their origin, development, and historical importance; (2) To secure a broader knowledge of the function of religion in the life of mankind generally, as evidence of his divine origin, mission, and destiny; (3) To enable the student properly to differentiate between the spheres of reason and revelation, and thus coordinate the functions of knowledge and truth; (4) To provide fresh stimulus for the cultivation of a deeper spiritual life among students through a fuller acquaintanceship with the devotional classics of the Church; (5) To attain a clearer view of the implications of Christianity for ethical living, and a fuller understanding of its doctrinal content for personal experience and public service.

6. INTRODUCTION TO THE DOCTRINE OF HOLINESS—

This course is an intensive study of the doctrine of Christian perfection as commonly taught by the holiness groups today. It is designed primarily for the college student who desires a helpful understanding of this important doctrine. A text will be used and there will be some reading from the classics of the holiness movement. Recommended for all students looking forward to a major in theology. Two hours.

7, 8. FUNDAMENTAL CHRISTIAN DOCTRINES—

This course gives a brief review of the leading doctrines of the Christian church. It is especially designed for college students who want a brief but general course in theology, and is recommended to be taken in the freshmen year by those looking forward to a major in theology. Two hours both semesters.

51, 52. SYSTEMATIC THEOLOGY SURVEY—

A general survey of the doctrines of the Christian Church in the light of their scriptural foundation, philosophical implications, and historical development. Special attention will be given to the Armenian point of view in respect to the atonement and the doctrine of entire sanctification. The course should be preceded by lower division study in both philosophy and theology and is required of all theology majors. Three hours both semesters.

61. OLD TESTAMENT THEOLOGY—

A review of the religious teachings of the Old Testament, with special emphasis upon the doctrines of God, man, sin, redemption, and immortality. The fact of the close relation between the Old and New Testaments is also stressed. Three hours.

62. NEW TESTAMENT THEOLOGY—

A comparative study of the doctrinal teachings of the various sections of the New Testament. Three hours.

71. THE PERSON AND WORK OF CHRIST—

Past and present conceptions of the person of Jesus Christ are appraised for the purpose of giving the student a truer and more exalted

understanding of Him, who was both the Son of man and the Son of God. The various theories of the atonement are subjected to an intensive investigation for the purpose of grounding the student in the meaning of the death of Jesus Christ. Three hours.

#### 72. THE PERSON AND WORK OF THE HOLY SPIRIT—

The teachings of the Bible with reference to the personality and work of the Holy Spirit are surveyed with special emphasis upon Johannine and Pauline writings and the Acts of the Apostles. Three hours.

#### 73. READING IN THE HOLINESS CLASSICS—

The classics of the holiness movement, both past and present, will be read and discussed. At least ten different books will be covered. Two hours.

#### 74. READING IN THE DEVOTIONAL CLASSICS—

At least four books will be read, such as St. Augustine's *Confessions*, and John Bunyan's *Pilgrim's Progress*. These books will be read for their theological significance as well as their devotional value. Two hours.

#### 81, 82. PHILOSOPHY OF RELIGION—

A study of religion from the philosophical point of view. An examination of the contribution made by philosophy to religion and the supplementary nature of faith and reflective thinking in human life. Prerequisite three hours in philosophy. Two hours both semesters.

#### †91. COMPARATIVE RELIGION—

This course seeks to acquaint the student with the chief contributions of the major living religions of the world. It is recommended for all students concentrating in the field of doctrinal theology. Two hours.

#### †92. PSYCHOLOGY OF RELIGION—

The nature, origin, and development of the religious consciousness. A study of the human aspects of religious experience. Prerequisite Psychology 1. Two hours.

## HISTORICAL THEOLOGY

*P. A. Wesche, R. L. Lunsford*

All study of history is a study of the past in order to better understand the present. In the study of historical theology we, therefore, strive (1) To show the place that the Christian church has filled in the history of the development of society; (2) To give a basic knowledge of the founding and development of the Christian church; (3) To make possible a better understanding of the doctrines and practices of the different religious groups through a knowledge of their historical background; and (4) To inspire the student to see the value of the Christian church both to his own life and to society as a whole.

#### 51, 52. CHURCH HISTORY SURVEY—

This is a general survey course covering the history of the Christian Church from the time of the apostles to the modern period. A basic knowledge of European and English history is desirable as a background for this study. This course is required of all theology majors. It should be taken before other courses in the department are elected. Three hours both semesters.

#### 59. RENAISSANCE AND REFORMATION—

A study of European History from 1300 to 1600. Special attention is given to such topics as the formation of modern nations, economic and

cultural changes. The religious changes are traced through the Protestant Reformation and the Catholic Counter Reformation. (Same as History 59.) Three hours.

61. HISTORY OF ENGLISH CHRISTIANITY—

The early beginnings of Christianity on the British Isles will be studied as a background for the rise of such other groups as the Anglicans, Quakers, Puritans, Presbyterians and Methodists. Special emphasis will be given to the study of English Christian movements as a foundation for the later developments of Christianity in America. Three hours.

62. THE HISTORY OF CHRISTIANITY IN AMERICA—

The unfolding panorama of American Christianity from the time of the first colonists down to the twentieth century will be studied. The influence of English and Continental Christianity upon the development of religion during the colonial period will be shown. It will also include the study of such factors as the influence of Puritanism, the great American revivals, the western frontier, and the slavery controversy upon the religious life of America. A knowledge of these backgrounds will aid the student in a better understanding of present trends in American religious life. Three hours.

†63. THE WESLEYAN MOVEMENT—

Time will be spent in studying those forces which converged in John Wesley and which eventually brought about the revival movement known as Methodism. The course will be biographical to the extent that it will embrace a thorough study of the life of Wesley, but will be comprehensive in that it will embrace the Wesleyan Movements in its broad outreach. Three hours.

\*64. HISTORY OF THE HOLINESS MOVEMENT AND OF THE CHURCH OF THE NAZARENE—

A study of the holiness movement in the latter portion of the nineteenth century which eventuated in the organization of the Church of the Nazarene. Two hours.

†66. HISTORY OF REVIVALISM IN AMERICA—

Revivalism is a technique of the Christian church which has been developed in America. This course will study the outstanding revivals from the Great Awakening to the twentieth century. Attention will be given to the life and work of such outstanding revivalists as Whitefield, Finney, Moody, Sunday, Brederwolf and others. Two hours.

\*72. HISTORY OF CHRISTIAN MISSIONS—

A survey of how Christianity spread throughout the world. The course is designed to present the viewpoint of expansion rather than doctrinal or ecclesiastical development. Attention will be given to modern missionary work and especially to that carried on by the Church of the Nazarene. Three hours.

†81. HISTORY OF CHRISTIAN THOUGHT—

A study of the development of Christian thought from the period of the early church to the present. The various periods during which the cardinal doctrines of Christian theology were discussed and largely settled will be studied. Attention will also be given to the religious contributions of such men as Augustine, Aquinas, Luther, Calvin, Wesley, and Jonathan Edwards. Prerequisite Doctrinal Theology 51, 52; or Historical Theology 51, 52. Three hours.

## PRACTICAL THEOLOGY

*R. L. Lunsford, M. J. Taylor*

The objectives of the Department of Practical Theology are as follows: (1) To train young ministers for effectiveness in preaching and

efficiency in pastoral methods; (2) To acquaint the young minister with the polity of the Church of the Nazarene as set forth in the Nazarene Manual; (3) To inspire and train prospective pastors and evangelists in effective methods of evangelism.

†12. PERSONAL EVANGELISM—

A study of the methods of Jesus in winning men and their application to present day personal evangelism. The "Mid-Century Crusade Manuals" are required reading. Required of theology majors. Two hours.

51. PRINCIPLES OF PREACHING—

The character of the sermon; the several types of sermons, finding source material; the major divisions of the sermon; introduction, body, illustrations, conclusion. Analysis of great sermons. Practice in preparation and delivery of sermons. Class criticism. Required of theology majors. Three hours.

52. PASTORAL THEOLOGY—

The pastoral office, its nature and authority. Call to the ministry; choice of fields; personal life of the minister; the minister's library; methods of pastoral work; relation to the organizations and activities of the church; the conduct of public worship. Required of theology majors. Three hours.

59. PERSUASION—

See Speech 59.

61. CHURCH ADMINISTRATION—

A comprehensive study of the organization and activities of the local church. Business administration; methods of publicity; evangelization program; ministerial ethics; relation of the church to the district and general program. Particular attention to Nazarene polity. Three hours.

71. CHURCH POLITY—

A survey of the major types of evangelical church polity in their historical development will lead to an exhaustive study of the Manual of the Church of the Nazarene. Parliamentary practice will also be studied. This course is recommended as it fills a requirement in the ministers' course of study as prescribed in the Nazarene Manual. Three hours.

\*72. EVANGELISM—

History of evangelism; the evangelistic message; the effective evangelist; preparing for revivals; post-revival methods; personal evangelism; perennial pastoral evangelism. Three hours.

75. PRINCIPLES OF COUNSELING—

See Psychology 75.

\*82. THEOLOGICAL READING COURSE—

Students will read and report on all books required by the ministers' course of study, as prescribed by the Nazarene Manual, which have not been covered in other courses. Each student will read the "Herald of Holiness" and the "Preachers Magazine." Credit for this course is not acceptable in fulfillment of the requirement for a major in theology, but may be credited on the total requirements for graduation. Three hours.

†91. EXPOSITORY HOMILETICS—

Application of the principles of homiletics to expository preaching. Preparation and delivery of expository sermons before class. Class criticism. Prerequisite Practical Theology 51. Two hours.

†92. THE PREACHING OF HOLINESS—

The course will begin with a rapid survey of the principles of preaching, and of the fundamental concepts of the doctrine of holi-



ness. This will be followed by intensive practice in preparation and delivery of sermons on the doctrine of holiness. Two hours.

†93, 94. HISTORY OF CHRISTIAN PREACHING—

A survey of the history of Christian preaching from Pentecost to the present. Characteristics of preaching, personalities of great preachers, relationship between preaching and epochal social and religious changes. Prerequisite Historical Theology 51, 52. Two hours both semesters.

95. MUSIC IN THE CHURCH SERVICE—

See Church Music 95.

## RELIGIOUS EDUCATION

*R. L. Lunsford, A. B. Woodruff, W. P. Sloan,  
Wanda Donson, P. L. Schwada*

An ever-widening area of service in the church is the field of religious education. Positions as directors of religious education, camp and institute directors, daily vacation Bible school and Christian service training teachers are calling for trained workers in increasing numbers. The Department of Religious Education seeks to meet this growing demand by offering two programs of training as follows: (1) For those whose vocation is in another area, but who desire training in religious education as an avocation, a minor is offered. (2) For those who wish an intensive training which will prepare them for full-time work in Religious Education, an 84-hour certificate program.

It is strongly recommended that those who elect the latter course also take training in music, business, or radio in order to broaden their usefulness in the church.

### OBJECTIVES

The Department of Religious Education aims (a) to provide opportunity for all students to become acquainted with the fundamentals of religious education, (b) to offer a minor calculated to train interested students for an avocation in religious education, and (c) to offer vocational training in the form of a certificate course to those laymen who wish to devote their life to religious education.

#### *Religious Education Minor*

<b>BASIC REQUIREMENTS</b>		<b>ELECTIVES</b> —to be chosen from
Survey of Rel. Ed.-----	4	the following:
Psy. of Rel. Education -----	3	Christian Ed. of Children
or, Educational Psy.-----		Young People and the Church
Prin. of Teach. Rel. Ed.-----	3	Adults and Christian Ed.
or, Prin. of Teach. -----		Daily Vacation Bible School
Church School Admin. -----	3	Worship in Church School
Materials & Methods in		Principles of Counseling
Rel. Ed.-----	2	Audio-visual Aids in Rel. Ed.
Electives -----	1-3	Materials and Methods for
		Recreation
		Church Music
	<hr/>	
	16-18	

NOTE: The 8 hour Bible requirement (See General Requirements for Graduation) should be distributed as follows: O. T. Survey 11—2 hrs.; N. T. Survey 13—2 hrs.; Fund of Chr. Doct.—2 hrs.; Doct. of Holiness—2 hrs.

Certificate Course

FIRST YEAR

English .....	6
Speech .....	3
Bible and Theology .....	6
Survey of Rel. Ed. ....	4
Personal Evangelism .....	2
Intro. to Sociology .....	4
Nazarene Church Hist. ....	2
Elective .....	2
—	28

SECOND YEAR

Bible and Theology .....	4
Church School Admin. ....	3
Psy. of Rel. Ed. ....	3
or, Educational Psy. ....	
Materials and Methods in	
Rel. Ed. ....	4
Music (see below) .....	2
Daily Vacation Bible School ..	3
Materials and Methods for	
Recreation .....	2
Marriage and the Family .....	3
Electives .....	4
—	28

THIRD YEAR

Sys. Theology .....	6
Prin. of Counseling .....	3
Church Polity .....	3
Worship in the Church School ..	2
Materials and Methods in	
Rel. Ed. ....	2
Visual Aids in Rel. Ed. ....	2
Hist. Chr. Missions .....	3
Prin. of Teach. Rel. Ed. ....	3
or, Prin. of Teach. ....	
Elective .....	4
—	28

The following courses from related fields are recommended for enriching the Religious Educator's Training:

- Fields of Social Service
- Music in the Church Service
- Hymn Playing
- Conducting
- Fundamentals of Radio
- Philosophy of Education
- Typewriting
- Shorthand
- Office Practice

9, 10. SURVEY OF RELIGIOUS EDUCATION—

An orientation course intended to acquaint the student with the history and the general principles of religious education. Special attention is given to the need and value of religious education today, and to its harmonious relationship with an aggressive evangelical approach to the program of the church. Two hours.

†21. PSYCHOLOGY OF RELIGIOUS EDUCATION (See Psychology 9.)

In this course consideration is given to those concepts in educational and developmental psychology that have application in the field of religious education. Three hours.

†41. WORSHIP IN THE CHURCH SCHOOL—

Consideration of the subject of true worship as it relates to Christian education; suitability of forms of worship; order of service; wholesome reverence; use of the Scriptures; music and the hymns. Two hours.

\*51. CHURCH SCHOOL ADMINISTRATION—

A study of the administration and supervision of the church school. An outline of the duties of the local church school board, officers, supervisors and teachers. Three hours.

52. PRINCIPLES OF TEACHING RELIGIOUS EDUCATION (See Education 52.)—

This course applies the principles of teaching to the Sunday school and related areas within the church. Two hours.

61. DAILY VACATION BIBLE SCHOOL—

A brief survey of the history, function and administration of the vacation church school. Organization, training of workers, curriculum, and

problems of administration, practical demonstrations and discussion. Three hours.

\*63. CHRISTIAN EDUCATION OF CHILDREN—

A study of basic principles of child psychology in relation to spiritual needs. An examination of the objectives and a study of the materials and methods recommended by the church for the Christian teaching of children in the nursery, beginner, primary, and junior departments. Two hours.

\*64. YOUNG PEOPLE AND THE CHURCH—

A study of adolescent psychology in relation to the Christian life. An examination of the spiritual needs of young people and of the materials, methods and program recommended by the church for intermediates, seniors, and young people. Two hours.

65. ADULTS AND CHRISTIAN EDUCATION—

The need of adults for Christian education. Special attention given to plans for the young adult group. Organization and program for adult Sunday school classes. Plans for missionary, stewardship and other Christian service training education in the local church. Two hours.

67. MATERIALS AND METHODS FOR RECREATION (See P. E. 67.)—

A study of materials and methods needed for a well balanced recreation program, particular emphasis to games adaptable to camp and institute work. Two hours.

69. STORY TELLING FOR CHILDREN (See Speech 69.)—

A study of types of children's literature and children's story interests at each age level. The course provides experience in story telling and in the oral interpretation of literature for children. Two hours.

†71. ADMINISTRATION OF CAMPS AND INSTITUTES—

The organization and administration of youth camps and institutes. Curriculum, program and personnel. Two hours.

†72. WEEK-DAY RELIGIOUS EDUCATION—

An examination of the several week-day activities of the church, including Week-day Bible Schools, Released-time Bible Schools, boys' and girls' clubs and scouting. Problems of organizations, administration and promotion. Two hours.

75. PRINCIPLES OF COUNSELING (See Psychology 75.)—

Assumptions and facts fundamental to counseling, factors in the interviewing situation, nature of counseling techniques, and relation of counseling to other personnel procedures are considered. Three hours.

88. AUDIO-VISUAL AIDS IN RELIGIOUS EDUCATION (See Education 88.)—

Theory and practice in the use of audio-visual aids in the classroom with laboratory experience in the operation of projectors, recorders, and other audio-visual aids equipment. Two hours.

†91. FIELD WORK IN RELIGIOUS EDUCATION—

Each student will be assigned to work in a church school. Projects will be developed and written reports submitted. One or two hours.

## BIBLE CERTIFICATE COURSE

*P. A. Wesche, R. L. Lunsford, M. J. Taylor, Wanda Donson*

The Bible Certificate is awarded upon the successful completion of needs of students who want training in Bible and theology, but who find it impracticable to pursue the regular Th. B. program. Both the Bible

Certificate Program and the Biblical Studies Program are so designed as to cover the subjects listed in the Course of Study for Ministers in the Manual of the Church of the Nazarene.\*1

**BIBLE CERTIFICATE**

The Bible Certificate is awarded upon the successful completion of a three year curriculum requiring eighty-four hours of credit. This course is intended only for mature students who for various reasons are not able to complete a four year degree program. Students of normal college age are advised to enroll in one of the degree programs.

Admission to the Bible Certificate Program requires the same standard as admission to the College program. (See admissions.)

Although the Bible Certificate Program does not furnish sufficient background for seminary or other graduate training, the credits thus earned may be applied on a regular degree course, provided the grade average is C or above.

**REQUIREMENTS FOR GRADUATION**

To secure the Bible Certificate the candidate must complete eighty-four hours of work distributed as follows:

**BIBLE CERTIFICATE PROGRAM\*2**

A 3 year—84 hour program

Doctrinal Theology—12 hours	
Doct. Theol. 7-8—Fund. Christ. Doct.....	4 hours
Doct. Theol. 6—Intro. to Doct. of Hol.....	2 hours
Doct. Theol. 51-52—Sys. Theology.....	6 hours

Biblical Theology—14 hours	
Bib. Theol. 11-12—O. T. Survey.....	4 hours

\*1 For laymen who desire training which will prepare them for a place of service in the church, see the Certificate Course listed under the Department of Religious Education.

\*2 For description of these courses see listing under College Courses of Instruction.

Bib. Theol. 13-14—N. T. Survey.....	4 hours
Bible Electives .....	6 hours

Practical Theology—12 hours	
Pract. Theol. 51—Principles of Preaching.....	3 hours
Pract. Theol. 52—Pastoral Theology.....	3 hours
Pract. Theol. 71—Church Polity.....	3 hours
Pract. Theol. 82—Theological Reading Course....	3 hours

Historical Theology—11 hours	
Hist. Theol. 51-52—Church History Survey.....	6 hours
Hist. Theol. 64—History of Holiness Movement and the Church of the Nazarene.....	3 hours
Hist. Theol. 72—History of Christian Missions....	3 hours

Religious Education—6 hours	
Rel. Ed. 21—Psychology of Religious Education	3 hours
Rel. Ed. 51—Church School Administration.....	3 hours

Academic Subjects—25-28 hours	
English 1-2—Freshman English.....	6 hours
English 5-6—Intro. to Literature Appreciation....	4 hours
Hist. 21-22—History of the U. S. ....	6 hours
Speech 1-2—Fundamentals of Speech.....	6 hours
Music .....	3-6 hours
Electives 4 hours.	

Advance courses may be taken only after having fulfilled the lower division prerequisites.

## BIBLICAL STUDIES PROGRAM

The Biblical Studies Program is designed to meet the needs of those who feel that they cannot spend more than two years in formal study. This course is recommended and open only to mature persons at least 21 years of age. Younger persons are urged to take pre-college work in preparation for meeting college entrance requirements.

No formal requirements for admission are made, but all students must complete the orientation program before registration. Credits earned in this program may not be counted as college credits toward any degree or diploma. Record of work taken may, however, be sent to the District Board of Ministerial Studies to be applied on the Course of Study for Ministers as outlined in the 1948 Manual of the Church of the Nazarene.

This program is so designed as to offer the equivalent of each course as outlined in the Manual.

### 2 Year—65 Hour Program

#### MANUAL COURSE OF STUDY

##### *Biblical*

Pentateuch  
Outline of Bible History  
Know Your Old Testament  
Major and Minor Prophets

##### Gospels and Acts

Christ's Life and Ministry  
Know Your New Testament  
The Epistles

##### *Doctrinal Theology*

Intro. to Theology  
Foundations of Doctrine  
Holiness and Power  
Terminology of Holiness  
Christian Theology (Vol. 1-3)

##### *Practical Theology*

Homiletics  
Preaching from the Bible  
The Fine Art of Preaching  
Parliamentary Practice  
Manual of Church of Nazarene  
All reading books not covered in other courses

##### *Historical Theology*

Rise of the Church of the Nazarene  
History of the Christian Church  
How We Got Our Denominations  
Progress of World Wide Missions

##### *Religious Education*

The Story of Ourselves

#### OLIVET COURSES OFFERED\*<sup>3</sup>

Bib. Theol. 11-12 Old Testament Survey—4 hours

Bib. Theol. 13-14 New Testament Survey—4 hours

Doct. Theol. 7-8 Intro. to Theol.—4 hours

Doct. Theol. 6 Intro. to Doct. of Holiness—2 hours

Doct. Theol. 51-52 Systematic Theology—6 hours

Prac. Theol. 51 Homiletics — 3 hours

Prac. Theol. 53 Pastoral Theology —3 hours

Prac. Theol. 71 Church Polity—3 hours

Prac. Theol. 82 Theological Reading Course—3 hours

Hist. Theol. 64 Hist. of the Church of the Nazarene—2 hours

Hist. Theol. 51-52 Church History Survey—6 hours.

Hist. Theol. 72 History of Christian Missions—3 hours

Rel. Ed. 21 Psychology of Religious Education—3 hours

\*<sup>3</sup>For description of these courses see listing under College Courses of Instruction.



**GOODWIN HALL (Fine Arts)**



**ORCHESTRA—CHOIR**



**THE COMBINED CHOIRS**



OFF THE RECORD

<i>Academic</i>	English 1-2 Freshman English—
Handbook of English	6 hours
English Literature	Eng. Lit. 5-6 Intro. to Literature
American Literature	Appreciation—4 hours
U. S. History	Hist. 21-22 History of the U. S.
Speech	—6 hours
	Speech 1 Fund. of Speech—3 hours

Advance courses may not be taken before the proper prerequisite courses have been taken. The following is recommended:

1st Year

Bib. Theol. 11-12—Old Testament Survey	-----	4	hours
Doct. Theol. 7-8—Fund. Christian Doct.	-----	4	hours
Doct. Theol. 6—Doctrine of Holiness	-----	2	hours
Rel. Ed. 21—Psychology of Religious Education	--	3	hours
English 1-2—Freshman English	-----	6	hours
History 1-2—U. S. History	-----	6	hours
Speech 1—Speech	-----	3	hours
Hist. Theol. 64—History of Church of Nazarene	--	2	hours
Prac. Theol. 71—Church Polity	-----	3	hours

33

2nd Year

Doc. Theol. 51-52—Systematic Theology	-----	6	hours
Prac. Theol. 51—Principles of Preaching	-----	3	hours
Prac. Theol. 52—Pastoral Theology	-----	3	hours
Hist. Theol. 51-52—Church History Survey	-----	6	hours
Hist. Theol. 72—History of Missions	-----	3	hours
Bib. Theol. 13-14—New Testament Survey	-----	4	hours
Eng. Lit. 5-6—Intro. to Literature	-----	4	hours
Prac. Theol. 83—Theological Reading Course	----	3	hours

32

In registration, an A will be placed after the numbers of these courses to indicate that they are not for college credit. For description of these courses see listing under college courses of instruction.

CATALOG REQUIREMENTS TO BE FOLLOWED

Students in the Bible Certificate curriculum who were in residence during the academic year 1949-50 may either continue according to the program under which they registered that year, or adopt the present program.

PHILOSOPHY

*J. R. Gardner, M. J. Taylor*

The Department of Philosophy aims (1) To awaken the student to the necessity and importance of reflective thinking; (2) To familiarize him with the principles and practice of correct thinking; (3) To identify the available pathways to certainty in knowledge; (4) To acquaint the student with the possible insights into reality; and (5) To assist him in making harmonious personal adjustment to life.

A major in the department requires a minimum of 26 hours of work as follows: Philosophy 31, 41, 42, 51, 52, and at least 11 upper division additional hours chosen in consultation with the major professor.

A minor includes Philosophy 31, 41 or 42, 51, 52, and at least four additional hours chosen in consultation with the major professor.



**31. INTRODUCTION TO PHILOSOPHY—**

A study of the chief problems with which philosophy is concerned. An orientation course introducing the student to the problems, terminology, and field of philosophy. Three hours.

**41. LOGIC—**

The principles of correct thinking. A study of the laws of inductive and deductive reasoning, together with their application to the problems of scientific and philosophic investigation. Three hours.

**42. ETHICS—**

A study of the basic principles of ethical conduct as applied to personal and social problems. Special attention will be devoted to the principles of an adequate and consistent code of Christian ethics. Three hours.

**51. HISTORY OF ANCIENT PHILOSOPHY—**

A study of the development of occidental thought from the earliest records of the Greeks down to the close of the medieval period. Three hours.

**52. HISTORY OF MODERN PHILOSOPHY—**

An investigation of the important thinkers and movements in the modern period from Descartes to the close of the nineteenth century. Prerequisite Philosophy 31 or 51. Three hours.

**\*61. EPISTEMOLOGY—**

A survey of the leading theories of knowledge both in respect of method and content. Special attention will be given to the nature and criteria of truth to the types of certainty, and to the respective claims of reason, intuition and faith. Prerequisite 12 hours in philosophy. Three hours.

**\*62. METAPHYSICS—**

An examination of the leading theories concerning the ultimate nature of reality. The fundamental problems of being, energy, space, time, life, mind, God, freedom, and necessity will be considered. Prerequisite 12 hours in philosophy. Three hours.

**†72. THE PHILOSOPHY OF PERSONALISM—**

A study of Personalism as set forth by Borden P. Bowne and his followers. The epistemological and metaphysical concepts of this school are considered and their relation to other present-day philosophies is discussed. Prerequisite Philosophy 51, 52. Two hours.

**81. PHILOSOPHY OF RELIGION—**

A study of religion from the philosophical point of view. An examination of the contribution made by philosophy to religion and the supplementary nature of faith and reflective thinking in human life. Prerequisite 12 hours in philosophy, including 51 and 52. Two hours both semesters.

**†82. PSYCHOLOGY OF RELIGION—**

The nature, origin, and development of the religious consciousness. A study of the human aspects of religious experience. Prerequisite Psychology 1. Two hours.

**†91. THE PHILOSOPHY OF PLATO—**

A discussion of the leading concepts of Plato's philosophy along with the reading of several of his most important dialogues. Prerequisite 12 hours in philosophy. Two hours.

## †92. THE PHILOSOPHY OF ARISTOTLE—

A study of several of the basic works of Aristotle with special attention of his *Metaphysics* and his *Treatise on the Soul*. Prerequisite 12 hours in philosophy. Two hours.

## \*93, 94. HISTORY OF CHRISTIAN ETHICS—

A comprehensive course in the development of the chief ethical ideals of our civilization. The classical foundations of morality will be considered, along with the unique contribution of Christian thought, the effect of rationalism, naturalism, positivism and utilitarianism will be examined together with the ethical issues in contemporary thought. Prerequisite Philosophy 51, 52. Three hours both semesters.

## †98. CONTEMPORARY PHILOSOPHY—

The reading and discussion of selections from representative philosophers of the present and the recent past. Acquaintance is made with the leading schools of thought in present-day philosophy. Prerequisite 6 hours in philosophy. Three hours.

## 99. DIRECTED READING—

This course is open only to senior students in philosophy. Problems for study will be selected in consultation with the major professor. Hours to be arranged.

# Division of Social Sciences

*L. G. Mitten, Chairman*

The Division of Social Sciences consists of the Departments of Business Administration, Economics, History, Home Economics, Political Science and Sociology. This Division seeks to develop in the student the following: (1) A general understanding of social institutions, past and present, their development and problems; (2) An acquaintance with the political, economic, and social ideals and practices in American democracy; (3) An interest in, and a grasp of the social sciences with an opportunity to specialize in one or more fields, (4) An acquaintance with scientific methods of research in the study of society.

A major in Social Science consists of 45 hours, 24 hours of which shall be upper division, chosen from the fields of economics, history, political science, and sociology, 40 hours of which shall be distributed as follows: twenty hours in one field; ten hours in each of two other fields; and five hours in a fourth field; or this latter five hours may be distributed among the three fields mentioned above.

## SOCIAL SCIENCE

### 1, 2. INTRODUCTION TO THE SOCIAL SCIENCES—

A general education course, including a study of the development of modern social institutions with emphasis upon historical movements in Western Civilization and explorations into the nature of contemporary economic, social and political problems of society. Three hours both semesters.

### 92. TEACHING THE SOCIAL STUDIES—

A course in education dealing with the problems and methods of teaching history and the social sciences. Intended for those who plan to teach in this field in the secondary school. Not counted toward the major or minor. Two hours.

## BUSINESS ADMINISTRATION

*L. G. Mitten, L. E. Anderson, Esther Welsh*

The aim of this Department is to give students a basic knowledge of the activities in the business and economic world. A knowledge of economic forces is a part of the background for any cultured and intelligent citizen. This knowledge, together with business skills, is fundamental to those who contemplate a career in such fields as general business, accounting, industrial management, insurance, merchandising, secretarial work, teaching business subjects in the high school, or Christian service such as the ministry or missionary work. (See degree of B.S. in Business Administration.)

A major consists of 30 hours in the field of business administration and economics, including the subjects of Principles of Accounting, Principles of Economics, Business Statistics, Marketing, Business Organization and Management, Office Management, Intermediate Accounting, and Business Law, but excluding Shorthand and Typewriting. Shorthand and typewriting may be counted in the total number of hours required for graduation with the business administration degree.

A minor in business administration consists of 16 hours in the field of business administration, including Principles of Accounting.

SUGGESTED COURSES FOR B.S. IN  
BUSINESS ADMINISTRATION

FIRST YEAR

Business Mathematics -----	3	Mathematics of Finance -----	3
Introduction to the Social Sciences -----	3	Introduction to the Social Sciences -----	3
Speech -----	3	Introduction to Business-----	3
Freshman English -----	3	Freshman English -----	3
Biblical Literature-----	2	Biblical Literature-----	2
Economic Geography -----	2	Economic Geography -----	2
Physical Education -----	1	Physical Education -----	1

SECOND YEAR

Principles of Economics-----	3	Typewriting -----	3
Principles of Accounting-----	3	Principles of Economics-----	3
Biblical Literature -----	2	Principles of Accounting-----	3
Psychology -----	3	Biblical Literature -----	2
Science -----	5	Elective -----	3
Physical Education -----	1	Social Science -----	2
		Physical Education -----	1

2. INTRODUCTION TO BUSINESS—

An introductory survey course in the field of business management. Such topics as business as a career, locating and organizing a business, financing, buying and selling, planning and budgeting and personnel management are included. Three hours.

5, 6. PRINCIPLES OF ACCOUNTING—

A study of the principles of bookkeeping and accounting. Such topics as recording transactions, posting to ledger accounts, adjusting and closing accounts, use of business forms, and preparation and interpretation of financial statements will be treated. The second part of the course emphasizes partnership and corporation accounting. Three hours both semesters.

9. BUSINESS MATHEMATICS—

See Mathematics 9.

10. MATHEMATICS OF FINANCE—

See Mathematics 10.

13, 14. TYPEWRITING—

Instruction and practice in typewriting by "touch" control. Technique; rhythm; accuracy; speed; letter writing; arrangement problems; legal documents; personal typing; tabulation and stencil cutting. Three hours both semesters.

15, 16. SHORTHAND—

A study of the elementary principles of Gregg shorthand. Emphasis on building speed in writing and transcription. Three hours both semesters.

22. TRANSCRIPTION—

Advanced work to develop speed in transcription. General business and vocational dictation. Prerequisite Business 15, 16, or one year of high school shorthand. Three hours.

\*51, 52. BUSINESS LAW—

A study of the law of contracts, negotiable instruments, sales, real and personal property, insurance, partnership, corporations, agency, and business crimes. Two hours both semesters.

**\*53. MARKETING—**

A course in the distribution of raw materials, manufactured goods, and agricultural products. Marketing functions, principles and problems of general marketing, the place of middlemen in the marketing structure, types of retail outlets, price policies, and unfair competition will be studied. Prerequisite Economics 12. Three hours.

**54. RETAIL MERCHANDISING—**

A study of the fundamentals of retail selling, including store management, personnel problems, advertising, store layout, equipment, accounting, and credit management. Three hours.

**55. INTERMEDIATE ACCOUNTING—**

An extensive treatment of partnership and corporation accounting, including such topics as statements from incomplete data, liquid assets, inventories, fixed assets, investments, liabilities, reserves and net worth. Prerequisite Business 6. Three hours.

**56. COST ACCOUNTING—**

Accounting for manufacturing and other types of business will be studied with a view to determining unit costs by the job order process, and standard cost methods. Special attention will be given to perpetual inventories and distribution of burden and selling costs. Prerequisite Business 6. Three hours.

**\*57. ADVANCED ACCOUNTING—**

A study of accounting for consignments, statements of application of funds, branch accounts, comparative statements and ratios, consolidated statements, and public accounting. Prerequisite Business 56. Three hours.

**\*58. BUSINESS STATISTICS—**

An introduction to statistical methods with emphasis upon the application of statistics to business problems. Three hours.

**59. BUSINESS CORRESPONDENCE—**

Business correspondence is a study of the types of business letters and techniques for writing more effective letters. Two hours.

**60. OFFICE MANAGEMENT—**

A study of the principles and importance of office management in present-day business. Such topics as the organization of office work, standardization of product, plant, equipment, and methods, and of control will be discussed. Three hours.

**61. BUSINESS ORGANIZATION AND MANAGEMENT—**

An evaluation of the different types of business enterprises, methods of organization, and internal operating policies. Three hours.

**62. SALESMANSHIP—**

Emphasis is given to personal selling and its role in the marketing structure. Attention is given also to principles of sales force organization and operation. Three hours.

**\*63. PERSONNEL MANAGEMENT—**

A study of management, and problems of labor, job analysis, labor turnover, selection, training, promotion, transfer and dismissal of workers, wage systems and financial incentives, industrial accidents, employee representation plan, collective bargaining and recent legislation. Three hours.

**\*64. AUDITING—**

A study of the purposes of an audit, the kinds of audits, and the procedure used in making the various kinds of audits. A set is included illustrating the balance sheet audit. Prerequisite Business 56. Two hours.

**\*65. INCOME TAX ACCOUNTING—**

An elementary study of the federal taxable income, deduction, exemptions, calculation of tax and preparing individual reports. Two hours.

**68. OFFICE PRACTICE—**

A course in office techniques designed to give the student practice in assuming various office duties, to supervise office routine, and to gain a measure of skill on the various office machines currently in business use. Emphasis on office work in connection with church work is included. Prerequisite Business 13. Two hours.

**69, 70. TEACHING BUSINESS SUBJECTS—**

Principles and methods in teaching typewriting, shorthand, book-keeping, and junior business training that have been used successfully in the secondary schools. Two hours both semesters.

**\*72. INVESTMENTS—**

A study of the principles of investment along with an analysis of securities. Three hours.

## ECONOMICS

*L. G. Mitten, L. E. Anderson*

The aim of the Department of Economics is to give students a basic knowledge of economic principles, and how they can be applied to everyday living.

A minor in this department consists of 16 hours, including Principles of Economics.

**3, 4. ECONOMIC GEOGRAPHY—**

This course aims to show the relation between the physical features of the earth and commerce and industry. Particular attention is given to the distribution of natural resources and the effect of this distribution upon trade and natural growth. Two hours both semesters.

**11, 12. PRINCIPLES OF ECONOMICS—**

A general course in the fundamental principles governing production, distribution, consumption, and exchange of wealth. It is designed to encourage an understanding of our economic system. Three hours both semesters.

**\*50. CONSUMER ECONOMICS—**

A study of business principles which everyone should know including such topics as borrowing for consumption, housing, insurance, investments, family budgets, quality standards, buying, frauds, and consumer problems caused by war. Two hours. (This course is equivalent to Home Economics 50.)

**\*58. INSURANCE—**

A general study of insurance and its economic significance to businessmen and society. Prerequisite Economics 12. Three hours.

**59. GOVERNMENT FINANCE—**

A general treatment of the principles and practices of government spending income with emphasis on the American methods of taxation. Prerequisite Economics 12. Three hours.

**60. LABOR PROBLEMS—**

A study of the labor factor in modern economic processes and of the major elements which condition its activity, in which also the most important labor problems appear. Prerequisite Economics 12. Three hours.

**\*61. LATIN AMERICAN TRADE—**

A study of the composition, distribution, problems and importance of Latin American trade. Prerequisite Economics 12. Two hours.

**62. MONEY AND BANKING—**

A survey course in the financial organizations of society, including the functioning and characteristics of money and credit, investment banking, trust companies, commercial banking, with emphasis on the Federal Reserve System and recent developments. Prerequisite Economics 12. Two hours.

**63. INTERNATIONAL ECONOMICS—**

A study of the theory of international trade with a view to understanding how trade is carried on and determining a policy for the various countries to follow in the future. Prerequisite Economics 12. Two hours.

**\*64. BUSINESS CYCLES—**

A study of the description, theories and possible stabilization of the business cycle. Three hours.

## HISTORY

*W. E. Snowbarger, H. N. Humble*

It is the purpose of the Department of History to acquaint students with the heritage of the past and to place present political, economic, and social problems in their historical perspective.

A major in history consists of thirty hours. This should include four semesters of survey courses, a minimum of fourteen hours in courses numbered from fifty to one-hundred, and History 100. For a teaching major the course Social Science 92, "Teaching the Social Studies," is an additional requirement. A minor in history consists of sixteen hours, including one survey course and a minimum of six hours in courses numbered from fifty to one-hundred.

Majors in history are urged to secure a reading knowledge of French or German and to acquaint themselves with subjects closely related to history in the social sciences.

Lower division courses in each of the following subdivisions of the field of history will be considered prerequisite to upper division courses in that subdivision.

### EUROPEAN AND GENERAL HISTORY

**1, 2. GENERAL EUROPEAN SURVEY—**

A general survey of the principal characters and events in the history of the Western World from the earliest times to the present. The development of the culture of the Western World is emphasized. Three hours both semesters.

†51. MEDIEVAL HISTORY—

A history of Medieval Europe, beginning with the Germanic invasions and continuing to the fourteenth century. Medieval institutions are emphasized. Three hours.

55. EUROPE, 1815-1870—

A course in European history that deals with the chief social, industrial, political, and religious movements from the Congress of Vienna to the close of the Franco-Prussian war. Three hours.

56. EUROPE, 1870-1950—

A special study of the political forces of Europe following the Franco-Prussian War to the present. The aim of the course is to study the forces and movements that contributed to the present European situation. Three hours.

57. ERA OF THE FRENCH REVOLUTION—

A study of the economic, social, and political backgrounds of the French Revolution, the course of the Revolution in France, the spread of democratic ideas, the Napoleonic wars, and the Congress of Vienna. Three hours.

\*59. RENAISSANCE AND REFORMATION—

A study of European History from 1300 to 1600. Special attention is given to such topics as the formation of modern nations, economic and cultural changes. The religious changes are traced through the Protestant Reformation and the Catholic Counter Reformation. (Same as Historical Theology 59.) Three hours.

\*61. RUSSIAN HISTORY—

A political and social history of Russia from the reign of Peter the Great to the present. Special attention is given to the social movements that characterized much of the nineteenth century and the conditions that contributed to the Revolution of 1917. The subsequent Bolshevik regime and the place of Russia in the modern world are also studied. Three hours.

\*63. LATIN AMERICAN HISTORY—

The colonization, formation, and development of the Latin-American republics. Emphasis is placed on their culture, problems, and possibilities, and relations with foreign nations, especially the United States. Three hours.

†65, 66. FAR EAST SURVEY—

A study of the development of the countries of the Far East, their culture, history, and international relations. The first semester covers the period before modern times. International developments are emphasized during the second semester. Three hours both semesters.

67, 68. CONTEMPORARY HISTORY—

A study of the current domestic and international problems with an effort to understand them against their background. Two hours both semesters.

90. THE PACIFIC AREA IN MODERN TIMES—

A survey of relations between the Western world and the Orient since 1500. Two hours.

100. INTRODUCTION TO HISTORICAL METHOD AND BIBLIOGRAPHY—

An introduction to problems of historical research and the use of the library. Required of all history majors. Prerequisite Twenty hours of history. Two hours.



## ENGLISH HISTORY

## \*11, 12. ENGLISH HISTORY SURVEY—

A survey course that covers the constitutional, economic, political, and social developments from the earliest times to the present. Not open to freshmen. Three hours both semesters.

## †71. TUDOR ENGLAND, 1485-1603—

A study of the political, constitutional, economic, religious, and cultural movements of the Tudor era. Three hours.

## †73. VICTORIAN ENGLAND—

A study of the economic, social, and political movements of the Victorian era. Three hours.

## 75. 18th CENTURY ENGLAND—

A study of British history from 1713 to 1832, including the age of Walpole, the Wesleyan movement, the Industrial Revolution, the American Revolution, the impact of the French Revolution, and the reform movements. Three hours.

## UNITED STATES HISTORY

## 21, 22. U. S. HISTORY SURVEY—

A survey course of the history of the United States, covering the period from the discovery of America to the present. Not open to freshmen. Three hours both semesters.

## \*81. COLONIAL PERIOD IN AMERICAN HISTORY—

A study of the cultures and institutions in the English colonies of North America, and the local conditions that shaped them into an American product. Includes the American Revolution. Three hours.

## 83. EARLY NATIONAL PERIOD OF THE UNITED STATES—

A study of the period 1783 to 1815, including both domestic and foreign affairs. The Articles of Confederation, the Constitution, the economic, social, and political problems of the new nation are all covered. Three hours.

## 85. JACKSONIAN ERA—

A study of United States history in the period 1816 to 1840. Includes the new nationalism, the Monroe Doctrine, political realignment of the 1820's, Jacksonian democracy, the rise of the West, economic developments, and the beginning of reform movements. Three hours.

## 86. CIVIL WAR AND RECONSTRUCTION—

A study of the period 1850 to 1876, including the causation of the war, foreign relations, and the problems of reconstruction. Three hours.

## \*87, 88. RECENT U. S. HISTORY—

Beginning with the Hayes administration and continuing to the present day, a study is made of such problems as the government and business, reform movements, foreign relations of the United States, and her present place in world politics. Three hours both semesters.

## \*89. HISTORY OF THE FOREIGN RELATIONS OF THE UNITED STATES—

A history of the foreign relations of the United States from 1776 to the present. A study of United States foreign policies and her role in the world scene. Three hours.

## HOME ECONOMICS

*Jessie Coburn*

The major objective of the Home Economics Department is to offer such courses to the student as will enable her to achieve satisfactory human relationships, to acquire techniques and skills needed in immediate personal and home living and to learn how to use her resources to attain the goals set up as the most worthwhile values of life. This objective is best obtained in conjunction with a high standard of Christian living.

Home economics may be counted as a major toward the degree of Bachelor of Science in home economics.

Twenty-four hours of credit in home economics may apply toward the degree Bachelor of Arts.

Some of the courses are offered in alternate years only.

### PREScribed FRESHMAN AND SOPHOMORE COURSES FOR A MAJOR IN HOME ECONOMICS

FIRST YEAR	<i>Hrs.</i>	SECOND YEAR	<i>Hrs.</i>
Chemistry .....	10	Chemistry .....	3-5
English Composition .....	6	English Literature .....	4-6
Social Science .....	6	Home Economics 12.....	2
Home Economics 9.....	2	Home Economics 22.....	3
Home Economics 11.....	3	Modern Language .....	8
Home Economics 21.....	3	Religion .....	4
Religion .....	4	Biology .....	3

9. PRINCIPLES OF DESIGN—

An introductory course in design presenting basic principles relating to line, color, mass and texture. The laboratory problems are worked out in various media. Two hours. (This course is equivalent to Art 9.)

11. CLOTHING SELECTION—

The selection of dress design, fabrics and colors for the individual; problems in caring for the wardrobe, and personal grooming. Three hours.

12. CLOTHING CONSTRUCTION—

Use of commercial patterns, methods of construction presented. Two or four garments constructed. Three hours.

21. FOOD PREPARATION—

Study of nutritive value of foods, some scientific aspects of food preparation, as well as skill in preparation. Three hours.

22. ADVANCED FOOD PREPARATION—

Selection of adequate diet; laboratory experience in preparing various types of food, with attention to scientific explanations. Three hours.

27. HOUSING AND HOUSE PLANNING—

A survey of factors affecting present-day housing, problems involved in achieving adequate housing. Two hours.

†28. HOUSEHOLD PROCESSES—

The selection, use, care and repair of household equipment. Variation in types and quality in relation to individual situations. Two hours.

**32. MARRIAGE AND THE FAMILY—**

A brief history of the family as an institution. Factors making for marital happiness are considered at length. The course is designed not only to aid young people in the attainment of successful home life but to assist prospective pastors, teachers, and social workers in their capacity as marriage counselors. Three hours second semester. (This course is equivalent to Sociology 32.)

**37. HOME FURNISHINGS—**

The selection of furniture, features of construction, study of woods. Arrangement of furniture, and the study of color and textiles in home furnishings. Three hours.

**50. CONSUMER ECONOMICS—**

A study of business principles which everyone should know, including such topics as borrowing for consumption, housing, insurance, investments, family budgets, quality standards, buying, frauds, and consumer problems caused by war. Two hours. (This course is equivalent to Economics 50.)

**54. NUTRITION—**

The function of the various food constituents. Application of the principles of nutrition to needs of normal individuals. Three hours.

**57. CHILD PSYCHOLOGY AND DEVELOPMENT—**

A thorough study of the latest findings in child life from infancy to the age of ten, with particular emphasis on the integrated and functioning child. Prerequisite, junior standing, six hours of education. Three hours. This course is equivalent to Education 57.

**†60. METHODS OF TEACHING HOME ECONOMICS—**

Two hours.

**†65. CHEMISTRY IN THE HOME (Same as Chem. 65)****68. MEAL PLANNING—**

The planning, preparation and serving of meals. Emphasis on organization and management. Three hours.

**†69. ADVANCED CLOTHING CONSTRUCTION—**

A course involving advanced problems in clothing construction. Two or three garments constructed, one of which should be a wool suit or coat. Fabrics to be purchased by the student after conference with the instructor. Three hours.

**\*75. TEXTILES—**

A study of textile fibers: to provide the student with information for good buying habits, use and care of fabrics, a study of some factors involved in the production of fabrics, and a study of fabric design. Attention given to household textiles as well as clothing fabrics. Three hours.

**†82. COSTUME DESIGN—**

The course is planned to give opportunity for the student to learn the principles of design, color, texture in selecting and creating clothes for herself. Laboratory problems adapted to the needs and interests of the students. Two hours.

**90. HOME MANAGEMENT—**

A study of the principles of management of activities in the home, a discussion of philosophy of homemaking and an opportunity to develop standards for healthful living, wise use of money, energy, time. Two hours.

## †96. SEMINAR IN HOME ECONOMICS—

Special study projects. Prerequisite senior standing in the home economics curriculum. Three hours.

## POLITICAL SCIENCE

*W. E. Snowbarger*

The objective of the Department of Political Science is to introduce students to the fundamental American political ideas, to explain the organization and workings of our government, and to give opportunity for study of the relations between nations. A minor consisting of sixteen hours is offered in political science.

## 20. AMERICAN GOVERNMENT—

The organization and actual workings of American government, national, state, and local. (Same as Social Science 2). Three hours.

## 51. POLITICAL PARTIES—

A study of the nature of political parties and the part they play in American government. Party principles, policies, and contemporary political issues are examined. Attention is given to party organization, nominating methods, boss rule, and campaign methods. Three hours.

## 55. INTERNATIONAL ORGANIZATION—

A study of public international organizations of the past and present. The organization, workings, and problems of the United Nations are considered in detail in the latter half of the course. Three hours.

## 66. WORLD POLITICS—

A study of diplomacy, nationalism, war, and the forces underlying politics among nations. The merits of power, morality, law, public opinion, and the possibility of world government are considered. Three hours.

## \*68. CONTEMPORARY WORLD POLITICS—

A study of contemporary problems of international relations from current newspapers and periodicals. Two hours.

## \*79. AMERICAN POLITICAL IDEAS—

A study of underlying theories and principles of the American political society and the ideas of representative American political philosophers. Three hours.

## †81. RECENT AMERICAN POLITICAL THOUGHT—

A study of the late 19th century trends in American political thought. Two hours.

## \*89. HISTORY OF FOREIGN RELATIONS OF THE UNITED STATES—

(Same as History 89). Three hours.

## 90. THE PACIFIC AREA IN MODERN TIMES—

A survey of relations between the Western World and the Orient since 1500. (Same as History 90). Two hours.

## SOCIOLOGY

*F. O. Parr*

A comprehensive knowledge of sociology enables the educated person to orient himself to the social movements of his generation. The aim

of this Department is to provide the student with such orientation. The relations of the Christian to these movements are emphasized.

The findings of the latest research and best scholarship are made available through our library and other facilities in the Chicago metropolitan area. There are other great libraries as well as state hospitals, correctional institutions, museums, and a wide variety of races, nationalities, and communities within a fifty mile radius of the Olivet campus.

A major is offered in sociology, consisting of twenty-four hours. A minor consists of sixteen hours.

#### 21. INTRODUCTORY SOCIOLOGY—

This course introduces the student to a study of heredity, culture, environment, and the group as they influence personality and group behavior. A brief study is made of propaganda, human ecology, population, institutions, and social processes. This course is prerequisite to all others in the department except by special arrangement. Sophomore standing required. Three hours.

#### \*31. CONTEMPORARY SOCIAL PROBLEMS—

A number of the most acute problems of contemporary life are investigated, including the social effects of soil erosion and conservation, health, war, personality disorganization, and poverty. Three hours.

#### 32. MARRIAGE AND THE FAMILY—

A brief history of the family is traced with some study of the commoner types of marriage and family organization. Factors making for proper mate selection and marital happiness are considered at length. Sociology 21 is not a prerequisite for this course. (This course is equivalent to Home Economics 32). Three hours.

#### 60. LABOR PROBLEMS—

A study of the labor factor in modern economic processes and of the major elements which condition its activity, in which also the most important labor problems appear. (This course is equivalent to Economics 60). Two hours.

#### \*61. URBAN SOCIOLOGY—

The evolution of the modern city is traced. City environment and its effects on personality and institutions are studied. Three hours.

#### \*62. RURAL SOCIOLOGY—

An investigation of natural environment, health, population, religion, government, education, and technology as they relate to rural life is made. Special attention is given to the various agricultural regions in the United States and the effect of each particular type of agriculture on social life. Three hours.

#### 83, 84. AMERICAN MINORITY GROUPS—

The various minorities in America are considered as to countries of origin, reasons for coming, places of settlement, and their contributions to American life. The aim is to impart a sympathetic understanding of these peoples and thus to contribute to a richer life for all Americans of every race and creed. Two hours both semesters.

#### \*85. POPULATION PROBLEMS—

Population theories, birth and death rates, and population distribution and quality are emphasized. The effects of age, sex, and race composition on national life are examined. Two hours.

\*88. SOCIAL PSYCHOLOGY.—

This course is a study of the psychological aspects of sociological phenomena. (Same as Psychology 88). Two hours.

91. METHODS OF SOCIOLOGICAL RESEARCH.—

The methods of collecting and evaluating sociological data are surveyed. A class project will be conducted, demonstrating in practice some of the principles learned. Required of all sociology majors. Three hours.

92. FIELDS OF SOCIAL WORK.—

A survey is made of the various fields of social work; their history, problems, and techniques. Three hours.

\*93. AMERICAN SOCIAL REFORM MOVEMENTS.—

The struggles of the farmer and of labor in American life will be studied. Special attention will be given to Progressivism, the changes of the 1930's, and to American radicals. Two hours.

†94. CRIMINOLOGY.—

The origins of crime in the American community are examined, together with the various methods of dealing with it. Emphasis is placed on the relation of crime to community disorganization and to politics and government. Offered in summers on demand. Two hours.

†95. SOCIOLOGY OF THE BIBLE.—

This is a directed reading course. A particular period of Bible history will be selected for a close study of the institutions and social processes peculiar to that period. Prerequisites are a good background in both Bible and sociology plus the ability to do independent research. Three hours.

## DEGREES GRANTED BY OLIVET NAZARENE COLLEGE

1951

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Barbara Aileen Bowden  
Madonna K. Bright  
E. Lawrence Goodman  
Glen L. Gieselman

Lois Hahn  
James McCoy Hartline  
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Pauline P. Perkins  
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Doris Irene Smith  
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Royal Frank David  
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Ronald Russell Featherston  
Richard L. Fidler  
Alfred Daniel Foster  
Edward Jerome Gallup  
Arland Gould  
Carl E. Greek  
Robert L. Griffin  
Joe Richard Hoch

John Theodore Holstein  
Gilbert Marvin Hughes  
Maurice B. Kent  
Albert E. McFarland  
Lowell B. Miller  
Elmer Waldemar Pannier  
Harry Gene Pool  
Malcolm Wendell Shelton  
Robert H. Spear, Jr.  
Arthur E. Swope  
Robert Edward Taylor  
Frank Donald Voss  
William E. Willis  
Leslie Wooten

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Paul Grubb

Paul Studebaker

### BACHELOR OF SCIENCE IN MUSIC EDUCATION

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Dwight A. Cunningham  
Bob Edwards  
Ruth Enoch  
Helen Greenlee  
Joan Harshman  
Charlotte Hazzard

Jeanne Psaute  
Ruth Psaute  
Carl Vastbinder  
Donald Wellman  
Irene Whitteberry  
Arlene Wilde  
Joseph D. Worley



# Student Enrollment 1951-1952

First and Second Semesters, Summer School (S), and Three Weeks  
Intersession Workshop for Teachers (TC).

## KEY

S—Summer School  
TC—Three Weeks Intersession  
Workshop for Teachers  
1—First Semester  
2—Second Semester

f—freshman  
s—sophomore  
j—junior  
sr—senior  
u—unclassified

- Addleman, Eileen, 1, 2, B.S. Home Econ., f—  
Illinois  
Adragna, Vincent, 2, Th.B., s—Illinois  
Aeschbcker, Jesse, 1, 2, B.S. Bus., f—Indiana  
Albert, Margaret, 1, 2, B.S. Mus. Ed., sr—  
Indiana  
Albright, Wayne L., S, Min. Studies, 1st yr.—  
Illinois  
Allen, Carl, 1, 2, S, A.B., sr—Michigan  
Allen, Norma, 1, B.S. Mus. Ed., s—Michigan  
Allen, Pearl M., 1, 2, S, B.S. Educ., sr—Illinois  
Amore, Raymond, 1, 2, Th.B., sr—Ohio  
Anderson, Doris, 1, 2, S, A.B., f—Illinois  
Anthony, Marilyn, 1, 2, A.B., s—Ohio  
Archer, Bernard, 1, 2, Th.B., sr—Michigan  
Arledge, Joy, 1, 2, S, B.S. Educ., sr—Illinois  
Armstrong, Earl, 1, 2, Th.B., f—Ohio  
Armstrong, Gilbert C., 1, A.B., j—Illinois  
Armstrong, Norma, S, B.S. Educ., sr—Mich-  
igan  
Armstrong, Ramona A., 1, 2, S, B.S. Mus. Ed.,  
j—Illinois  
Ashe, Gerald Chester, 2, A.B., u—Illinois  
Axtell, Ronald, 1, 2, S, B.S. Educ., sr—Ohio  
Ayer, Robert, 1, S, B.S. Bus., sr—Illinois  
Bade, Kenneth Allen, 1, 2, Music, u—Missouri  
Baker, Alberta J., S, B.S. Educ., s—Michigan  
Baker, Carleton W., 1, 2, A.B., j—Michigan  
Baker, George F., 1, 2, A.B., f—Michigan  
Baldrige, Betty D., 1, B.S. Mus. Ed., f—Ohio  
Ball, Donald, 1, 2, B.S. Bus., j—Ohio  
Baltz, John W., 1, 2, A.B., j—Pennsylvania  
Bambrough, Marjorie, 2, B.S. Educ., sr—  
Missouri  
Barker, Loretta M., 1, 2, S, A.B., j—Ohio  
Barker, Wesley L., 1, 2, Music, u—Indiana  
Barkey, Gerald, 1, 2, S, B.Mus., f—Illinois  
Barnell, Jack M., 1, 2, Th.B., f—Michigan  
Barns, A. Charles, 1, 2, Th.B., s—Ohio  
Barr, Raymond, 1, 2, S, Th.B., s—Illinois  
Barror, Clarence, 1, 2, Th.B., f—Michigan  
Barsalou, June, 1, 2, B.Mus., sr—Illinois  
Basham, Willard D., S, Music, u—Ohio  
Bauerle, Ruth E., S, B.S. Educ., sr—Illinois  
Baxter, Noah Timothy, 1, 2, A.B., sr—Michigan  
Bay, John, 1, 2, Music, special—Illinois  
Behr, Edward L., 1, 2, B.S. Mus. Educ., sr—  
Michigan  
Behr, Louis, 1, 2, A.B., j—Ohio  
Bell, Barbara Anne, 1, 2, B.S. Bus., f—Mich-  
igan  
Bell, Donald H., 1, 2, B.S. Bus., j—Michigan  
Bell, Harold Jack, 1, 2, B.S. Mus. Ed., u—  
Michigan  
Bell, Robert Wm., 1, Th. Cert., 1st yr.—Illinois  
Benedict, Daniel, 1, 2, Music, special—Illinois  
Benham, Dorothy M., 1, 2, B.S. Mus. Ed., f—  
Michigan  
Bennett, Betty Lou, 1, B.S. Educ., j—Indiana  
Bennett, Stanley, Jr., 1, 2, S, Th.B., j—Ohio  
Benscoter, Karen, 1, 2, Music, special—Illinois  
Bentley, Wesley Edward, 1, 2, Th.B., s—Mas-  
sachusetts  
Bergeron, Robert F., 1, A.B., u—Illinois  
Berry, Lavana, 1, B.S. Educ., s—Missouri  
Beyer, Arlene, 1, 2, B.S. Educ., sr—Illinois  
Biberstine, Richard, 1, 2, S, B.S. Educ., sr—  
Indiana  
Blackwell, Phyllis May, 1, 2, S, B. Mus., j—  
Canada  
Blanchard, Betty, 1, A.B., s—Iowa  
Boggs, Joseph E., 1, 2, Th.B., s—Ohio  
Booth, Mildred Jeanette, 1, 2, A.B., j—Indiana  
Borger, Fred, 1, 2, Th.B., f—Iowa  
Borger, Myrtle M., 1, 2, A.B., u—Iowa  
Boston, Hollis E., 1, 2, S, Th.Cert., 2nd yr.—  
Iowa  
Bough, Otis L., 1, 2, S, A.B., f—Indiana  
Boughan, Harriet, 1, 2, B.S. Mus. Ed., j—  
Illinois  
Bourgeois, Helen L., 1, 2, B.S. Educ., s—Illinois  
Bourland, Larry Lee, 1, A.B., f—Illinois  
Bowie, Iola, 2, B.S. Educ., u—Illinois  
Bower, Paul Arthur, 1, A.B., j—Ohio  
Bowers, Ernest M., 1, Th. Cert. 1st yr.—Ohio  
Bowes, Marjorie J., 1, 2, B.S. Educ., sr—Illinois  
Bradley, Helen E., 2, A.B., j—Wisconsin  
Bradley, Lois M., 2, A.B., j—Wisconsin  
Brady, Curtis, 1, 2, S, B.S. Mus. Ed., Sr—Ohio  
Braker, Willard, 1, 2, Th.B., f—Wisconsin  
Brais, Phyllis, S, Arts & Science, sr—Illinois  
Bray, Owen, 2, Th.B., f—Iowa  
Breen, Charles, 1, 2, S, Th. Cert., 1st yr.—  
Illinois  
Breen, Florencie, 1, 2, A.B., f—Ohio  
Brenneman, Paul, 1, 2, B.S. Bus., j—Iowa

- Brewer, Gertrude Y., 1, 2, A.B., j—Michigan  
 Brewer, Gladys, 1, 2, S, B.S. Educ., f—Illinois  
 Brewer, Oscar D., 1, 2, S, Th. Cert., 3rd yr.—Ohio  
 Brieden, Charles, 1, 2, Music, special—Illinois  
 Brieden, Edwin, 1, 2, Th.B., s—Indiana  
 Bright, Madonna, S, B.S. Bus., sr—Indiana  
 Bright, Merle M., S, A.B., sr.—Indiana  
 Brooks, Hugo, 1, 2, B.S. Bus., s—Ohio  
 Brooks, Kennard, 1, 2, A.B., s—Michigan  
 Brown, Anna, 1, 2, B.S. Educ., u—Illinois  
 Brown, Harold L., 1, 2, Th.B., f—Iowa  
 Brown, Mary E., S, B.S. Educ., u—Illinois  
 Brown, Opal, 1, 2, S. B.S. Educ., sr—Illinois  
 Bunte, Ronald, 1, A.B., s—Illinois  
 Bunzel, Ruth Alice, 1, 2, Th.B., j—Wisconsin  
 Burchfield, Mildred, 1, 2, Music, u—Illinois  
 Burchfield, Riley E., 1, 2, S, A.B., sr—Indiana  
 Burd, Betty R., S, A.B., special—Iowa  
 Burnett, Richard, 1, 2, Th.B., s—Ohio  
 Burns, Thomas A., S, B.S. Bus., u—Illinois  
 Burris, Donniss P., S, B.S. Educ., sr—Ohio  
 Butler, Geraldine, 1, 2, S, Music, special—Illinois  
 Byrum, William, 1, 2, S, Th.B., f—Indiana  
 Campbell, James A., 1, 2, Music, special—Illinois  
 Campbell, Warren A., 1, B.S. Bus., j—Ohio  
 Campbell, Warren, Jr., 1, 2, B.S. Bus., s—Illinois  
 Canaday, Donald, 1, 2, Min. Studies, 1st yr.—Indiana  
 Canaday, Harold, 1, 2, Th.B., s—Indiana  
 Canen, Paul, 1, 2, A.B., f—Indiana  
 Carlson, Russell L., 1, 2, A.B., sr—Illinois  
 Carmitchel, John L., 1, Th.B., j—Illinois  
 Carpenter, Clyde, 1, 2, B.S. Bus., f—Indiana  
 Carpenter, Donald, 1, 2, Th.B., s—Indiana  
 Carroll, Barbara, 1, 2, A.B., s—Michigan  
 Caryer, James, 1, 2, Th.Cert., 3rd yr.—Ohio  
 Case, Mayme C., TC—Illinois  
 Cash, Noah, 1, 2, Th.Cert., 3rd yr.—Indiana  
 Cash, Pauline, 2, Th.Cert., j—Illinois  
 Cavender, Joyce E., 1, 2, A.B., f—West Virginia  
 Ceralde, Manuel, 1, 2, B.S. Bus., s—California  
 Chally, Homer, 1, B.S. Bus., u—Illinois  
 Champion, Chauncey, 1, 2, A.B., j—Michigan  
 Changnon, Mrs. Gordon, 2, Music, u—Illinois  
 Chappell, Marjorie, 2, B.S. Educ., u—Illinois  
 Chenoweth, Thurman, 1, 2, Th.Cert., 2nd yr.—Illinois  
 Childs, Jack, 1, 2, Music, special—Illinois  
 Childs, Jerry, 1, 2, Music, special—Illinois  
 Clack, Martha, 1, Mus. Ed., f—Michigan  
 Clark, Betty, 1, 2, Music, special—Illinois  
 Clark, Russell L., 1, 2, B.S. Bus., f—Indiana  
 Clay, Kenneth, 1, 2, Th.B., sr—Ohio  
 Clayton, Jessie E., 1, 2, A.B., f—Illinois  
 Cleary, Alcatra P., 1, 2, B.S. Educ., sr—Illinois  
 Clemans, Ellen Benedict, 2, f—Ohio  
 Clendenen, Thomas N., 1, Th.B., sr—Ohio  
 Clerico, Lorraine S., 2, B.S. Bus., sr—Ohio  
 Clippinger, Esta Mae, 1, 2, B.S. Mus. Ed., f—Iowa  
 Clipson, Paul, Jr., 1, 2, B.S. Bus., j—Illinois  
 Cloat, Harry A., TC  
 Coates, Janet M., 1, 2, A.B., f—Iowa  
 Coburn, Larry David, 1, Music, special—Ohio  
 Coburn, Mary Lou, 1, Music, special—Ohio  
 Coburn, Willis, 1, 2, Th.B., s—Ohio  
 Coil, William Harry, 1, 2, B.S. Mus. Ed., f—Illinois  
 Colborn, Marcia, 2, Music, special—Illinois  
 Cole, Phyllis Joan, 1, 2, B.S. Educ., s—Ohio  
 Coleman, Frank, 1, Th.B., j—Indiana  
 Coleman, Miriam, 1, Th.B., sr—Indiana  
 Collings, Otto Berry, 1, 2, Min. Studies, 1st yr.—Indiana  
 Collins, William, R., 1, 2, Th.Cert., 1st yr.—Indiana  
 Combs, M. Naomi, 1, 2, A.B., f—Illinois  
 Coolidge, Calvin H., 1, 2, Th.B., sr—Wisconsin  
 Coomer, Helen Mae, TC—Indiana  
 Copelin, Frances L., 1, 2, B.S. Educ., f—Illinois  
 Corbett, Gladys, 2, u—Illinois  
 Cordial, Dewey, 1, 2, A.B., sr—Ohio  
 Cornegay, Deloris Mae, 1, 2, Music, special—Ohio  
 Cornett, Eldon, 1, 2, Th.B., sr—Indiana  
 Cotner, Marilyn I., 1, 2, B.S. Mus. Ed., s—Ohio  
 Coty, Ida, 2, Arts & Sciences, u—Illinois  
 Cox, E. Dean, 1, 2, B.S. Bus., s—Illinois  
 Coykendall, Lynette, 1, 2, Music, special—Illinois  
 Craig, David E., 1, 2, B.S. Bus., j—Illinois  
 Craig, Laura E., 1, 2, A.B., j—Missouri  
 Craig, R. David, 1, 2, Th.B., s—Missouri  
 Craig, Thomas W., 1, A.B., f—Illinois  
 Crandall, Vernon E., 1, 2, Th.B., f—Michigan  
 Crouch, William, 1, 2, Th.B., sr—Illinois  
 Crowder, Betty, 1, 2, A.B., f—Indiana  
 Crummer, Ernest, 1, 2, A.B., u—Illinois  
 Csalany, George J., 2, A.B., j—Illinois  
 Culbertson, Violet, 1, 2, B.S. Mus. Ed., s—Ohio  
 Cummings, Dean, 1, 2, A.B., s—Ohio  
 Cummings, Marilyn, 1, 2, A.B., sr—Ohio  
 Cunningham, Caroline A., 1, 2, B.S. Bus., f—Michigan  
 Curl, Harold T., 1, 2, A.B., sr—Illinois  
 Curl, Russell, 1, 2, B.S. Bus., s—Illinois  
 Dacc, Allen H., 1, 2, Th.B., f—Illinois  
 Dace, Wilber Dean, 1, 2, Th.B., j—Illinois  
 Dale, Bennie I., 1, 2, S, Th.B., f—Indiana  
 Dalton, Charles, S Min. Studies—Kentucky  
 Dalziel, Argyle, 1, 2, B.S. Bus., s—Illinois  
 Dankovich, Andrew, 1, 2, B.S. Bus., special—Pennsylvania  
 Daugaard, Viola, 1, 2, Music, special—Illinois  
 David, Royal, S, Th.B., sr—Michigan  
 Davis, Audrey, 1, 2, S, B.S. Educ., sr—Ohio  
 Davis, Ethel, 2, Bus., special—Illinois  
 Davis, Melvin, 1, 2, Th.B., f—Illinois

- Davis, Walter J., 1, 2, S. A.B., sr.—Illinois  
 Daws, Leonard J., 1, Th.Cert., 1st yr.—Ohio  
 Dear, Pearlina, 1, Music, u—Illinois  
 Deaton, Max, 1, 2, A.B., s—Ohio  
 DeBooy, Marjorie D., 1, 2, A.B., f—Iowa  
 DeBruler, Vera, 1, 2, B.S. Educ., j—Indiana  
 Deck, Joanne, 1, Music, special—Illinois  
 Deck, Lee, 1, 2, Mus. Ed., sr—Michigan  
 DelCamp, Lucille, 1, 2, B.S. Educ., j—Wisconsin  
 Denschle, Merikay, 2, Music, special—Illinois  
 Denlinger, George, 1, 2, Th.B., s—Ohio  
 Dennis, John W., 1, 2, A.B., sr—Indiana  
 DePatis, Frances P., TC—Illinois  
 Diefenbach, Florence, 1, 2, Music, u—Illinois  
 Dike, M. Jane, 1, 2, Music, u—Indiana  
 Dillman, Hazel, 2, A.B., u—Illinois  
 Dines, Dorothy Alice, 1, 2, B.S. Educ., s—Indiana  
 Dittmer, John A., 1, 2, S. Th.B., sr—Illinois  
 Doerle, Howard W., 1, 2, Th.B., sr—Missouri  
 Dolson, Mary Ann, 1, 2, A.B., u—Illinois  
 Donaldson, Ruth, 2, Bus. & Mus., u—Ohio  
 Doner, Victor L., 1, 2, B.S. Mus. Ed., j—Ohio  
 Donovan, Teresa, 2, A & S, u—Illinois  
 Donson, Wanda, 2, B.S. Educ., u—Illinois  
 Douglass, Carolyn, 1, 2, S, Music, special—Illinois  
 Douglass, Florence, 1, 2, S, Music, special—Illinois  
 Doyle, Aldaha, 1, B.S. Educ., u—Illinois  
 Drake, Edna M., 1, 2, B.S. Mus. Ed., s—Ohio  
 Drake, Marvin, 1, 2, Th.B., s—Ohio  
 Dravenstatt, Delmar, 1, 2, Th.B., sr—Michigan  
 Durick, Donald E., 1, 2, B.S. Bus., j—Iowa  
 Eaker, Alma Jean, 1, Th.B., f—Illinois  
 Early, Maxine, 1, 2, S, Music, special—Illinois  
 East, Bess R., TC—Illinois  
 Edwards, Bobbie, S, B.S. Mus. Ed., sr—Indiana  
 Edwards, Richard, Jr., 1, 2, Th.B., s—Indiana  
 Eigsti, David R., 1, A.B., f—Nebraska  
 Eigsti, Phillip, 1, 2, A.B., s—Nebraska  
 Elwood, David, 1, 2, A.B., s—Indiana  
 Ends, Anton, 1, 2, S, Th.B., sr—Illinois  
 Endsley, Elizabeth, 2, u—Illinois  
 Endsley, Patricia E., 1, 2, Music, special—Illinois  
 English, Joel, 1, 2, S, Music, special—Illinois  
 English, Jon, 1, 2, S, Music, special—Illinois  
 Erich, Dorothy B., 1, 2, S, Th.B., s—Ohio  
 Evans, Arthur, 2, Th.B., f—Illinois  
 Ewart, Lucille, 1, 2, Music, special—Illinois  
 Ewers, James Lee, 1, B.S. Mus. Ed., f—Illinois  
 Ewing, D. L., Jr., 1, 2, A.B., f—Arkansas  
 Fallon, Thomas M., 1, 2, A.B., f—Illinois  
 Fehr, John Fred, TC—Illinois  
 Fernandez, Aide, 1, A.B., u—Cuba  
 Fernandez, Ricardo, 1, 2, B.S. Educ., j—Cuba  
 Ferrell, R. Eugene, 1, 2, Th.B., f—Indiana  
 Ferris, Orville LeRoy, 1, 2, Min. Studies, 1st yr.—Michigan  
 Finley, Miles J., 1, 2, Th.B., sr—Ohio  
 Fisher, Lowell M., 1, 2, A.B., f—Minnesota  
 Fitzgerrel, Frank M., 1, 2, S, B.S. Mus. Ed., s—Illinois  
 Flatt, Bernard, 1, A.B., j—Illinois  
 Fleck, John W., 1, 2, A.B., j—Illinois  
 Fleck, Louis H., S. B.S. Bus., s—Illinois  
 Fleisher, Terry, 1, 2, Music, special—Illinois  
 Flemming, Roger, 1, 2, S, A.B., j—Minnesota  
 Flemming, Ruth, 1, 2, B.S. Educ., sr—Ohio  
 Fleshman, Harold, 1, Th.Cert., 1st yr.—Illinois  
 Fletcher, Alyn, 1, 2, Music, u—Michigan  
 Fletcher, Gladys M., 1, 2, Music, u—Michigan  
 Flint, Mae Dorothy, 2, Music, u—Illinois  
 Floyd, Jerry, 1, B.S. Educ., u—Illinois  
 Foley, Gerryann, 2, Music, special—Illinois  
 Folkens, Betty L., 1, 2, A.B., f—Illinois  
 Foosehee, Robert E., 1, 2, S, B.S. Educ., sr—Florida  
 Forburger, Lillie, 2, A & S, u—Illinois  
 Ford, Etta Mae, 1, 2, B.S. Mus. Ed., f—Illinois  
 Foreman, Gloria, 1, 2, B.S. Educ., s—Illinois  
 Foust, Idamarie, 1, 2, B.S. Mus. Ed., f—Indiana  
 Fowler, Dorothy D., 1, S, TC, Music, special—Indiana  
 Fowler, George, 1, Th.B., s—Indiana  
 Frakes, Monte, 1, 2, Music, Special—Indiana  
 Frakes, Walter L., 1, 2, Th.B., s—Indiana  
 Franklin, William L., 1, 2, S, Th.B., f—Indiana  
 Frazer, Jacquelyn, 1, 2, S, B.S. Mus. Ed., special—Illinois  
 Frazer, John, 1, 2, Music, special—Illinois  
 Frazier, Carol, 1, 2, S, Music, special—Illinois  
 Frazier, Donna Mae, 1, 2, S, Music, special—Illinois  
 Frederick, Joann Naomi, 1, 2, B.S. Mus. Ed., s—Ohio  
 French, Walter R., 1, 2, S, B.S. Bus., u—Illinois  
 Frerich, Andrew, 2, Music, special—Illinois  
 Frobish, Frances C., 1, Music, u—Illinois  
 Fruehling, Harry W., S, A.B., sr—Illinois  
 Fry, Clarence B., 1, 2, S, A.B., s—Wisconsin  
 Fry, Faith N., 1, 2, A.B., f—Ohio  
 Fuller, E. Joyce, 1, 2, A.B., s—Illinois  
 Galloway, Harvey, Jr., 1, 2, A.B., f—Ohio  
 Gallup, Bill W., S, A.B., f—Illinois  
 Gallup, Edward, S, Th.B., sr—Illinois  
 Gallup, Wayne Gail, 1, 2, S, B.S. Mus. Ed., f—Illinois  
 Gambrel, Verland, 2, Th.B., u—Illinois  
 Gardner, Gayl, 1, 2, A.B., sr—Illinois  
 Garvin, Curry, 1, 2, A.B., sr—Michigan  
 Gates, Charles W., 1, 2, S, A.B., sr—Ohio  
 Gates, Roma J., 1, 2, B.S. Educ., sr—Ohio  
 Gee, James K., 1, 2, A.B., sr—Michigan  
 Geeding, Harold, 1, 2, S, Min. Studies, 2nd yr.—Illinois  
 Geeding, Marjorie L., 1, 2, A.B., s—Illinois  
 Gennaro, Joseph T., 1, 2, B.S. Bus., s—Missouri

- Gentel, James, 1, Music, special—Illinois  
 Gierke, Irene, 1, 2, S. B.S. Educ., j—Illinois  
 Gieselman, Glen L., 1, S. B.S. Bus., sr—Iowa  
 Gilbert, Patricia, A. 1, 2, B.S. Home Econ.,  
 f—Ohio  
 Gill, Bernard, 1, 2, Th.B., s—Illinois  
 Gilmer, Elbert Leo, 1, B.S. Mus. Ed., f—Illinois  
 Gilroy, Merrick J., 1, 2, B.S. Bus., s—Illinois  
 Ginter, Grace A., TC—Illinois  
 Gnagey, Marilyn, 1, S. Music, special—Illinois  
 Goble, Margaret Ann, S, Music, special—Illinois  
 Goff, Juanita, 1, B.S. Educ., u—Illinois  
 Goff, Rose V., 1, 2, B.S. Bus., u—Illinois  
 Goldenstein, James A., 1, 2, S. A.B., sr—Illinois  
 Gollifer, Donald, S, B.S. Educ., sr—Illinois  
 Goodwin, James, 1, 2, S, Music, special—Illinois  
 Gordinier, Irma, TC—Illinois  
 Gotschall, Phyllis, 1, 2, Th.B., j—Ohio  
 Gould, Arland D., 1, 2, S, B.S. Educ., sr—  
 Illinois  
 Grabill, Frederick N., 1, 2, B.S. Bus., f—Florida  
 Graham, Dean, 1, 2, S, Music, special—Illinois  
 Green, Oscar Gerald, 1, 2, Th.B., j—Missouri  
 Grobe, Donald W., 1, 2, Th.B., f—Indiana  
 Grooms, Marvin E., 1, 2, Th.B., f—Ohio  
 Grubb, Paul Donald, S, Music, u—Illinois  
 Gullett, Lois I., 1, 2, A.B., s—Ohio  
 Gustafson, Harold, 1, 2, B.S. Educ., j—Illinois  
 Gutermuth, Charles G., 1, 2, Th.B., s—Ken-  
 tucky  
 Haering, Paul, 1, 2, Th.B., f—Indiana  
 Haiser, Pauline M., 1, 2, B.S. Mus. Ed., f—  
 Illinois  
 Hall, Nelle M., TC—Illinois  
 Hall, Olive, 1, 2, B.S. Educ., s—Ohio  
 Hamblin, Eugene H., 1, 2, Th.B., u—Michigan  
 Hamblin, John M., 1, 2, Th.B., s—Illinois  
 Hamblin, Merle, 1, 2, S, Th.B., s—Michigan  
 Hamell, Joyce, 1, 2, B.S. Bus., s—Illinois  
 Hamilton, Carl R., 1, 2, Th.B., f—Ohio  
 Hamilton, Edgar, 1, 2, Th.B., s—Ohio  
 Hamilton, Shirley, 1, 2, B.S. Educ., f—Indiana  
 Hammond, John W., 1, 2, B.S. Educ., u—  
 Illinois  
 Hansen, Jack P., 2, Th.B., f—Iowa  
 Harker, Jack, 1, 2, A.B., s—Indiana  
 Harn, James, 1, 2, S, special—  
 Harrold, Orville, 1, 2, S, Th.Cert., 1st yr.—  
 Indiana  
 Harrold, Sylvia June, 1, S, Music, special—  
 Indiana  
 Hartline, James McCoy, 1, B.S. Bus., sr—  
 Illinois  
 Hartline, Marie, 1, 2, B.S. Home Econ., u—  
 Illinois  
 Hartman, Hazel, TC—Illinois  
 Haselton, Charles E., 1, 2, S, B.S. Bus., sr—  
 New York  
 Haselton, Erma, 1, 2, S, A.B., sr—New York  
 Hatcher, Charlyne, 1, 2, B.S. Mus. Ed., s—  
 Michigan  
 Hatfield, Glen, Jr., 1, 2, S, Th.B., sr—Illinois  
 Hawkins, Kenneth E., 1, 2, A.B., j—Indiana  
 Hawkins, Kenneth T., 1, 2, Th.B., j—Indiana  
 Hawks, Ernest Lee, 1, 2, Th.B., f—Ohio  
 Hawthorne, Frank G., 1, 2, Th.Cert., 3rd yr.—  
 Illinois  
 Hay, Donna, 1, 2, B.S. Educ., s—Indiana  
 Hayse, Raymond M., 1, 2, Th.B., f—Illinois  
 Hazzard, Charlotte, 1, B.S. Educ., sr—Illinois  
 Heicher, Robert L., 1, 2, Th.B., f—Illinois  
 Helms, Carolyn, 1, 2, B.S. Educ., s—Indiana  
 Henderson, Ethel, 1, 2, S, Music, special—  
 Illinois  
 Henderson, Paul, 1, B. Mus., j—Michigan  
 Hendley, Roy J., 1, 2, S, A.B., sr—Missouri  
 Hendricker, Vera, 1, 2, B.S. Educ., j—Illinois  
 Hertz, Jeannine, 1, 2, S, Music, special—Illinois  
 Hertz Vivienne, 1, Music, u—Illinois  
 Hiatt, Lora, 1, 2, A.B., j—Illinois  
 Higgins, June, 1, Music, special—Illinois  
 Higgins, Richard, 1, Music, special—Illinois  
 Higginbotham, Forrest, 1, Th.Cert., 1st yr.—  
 Illinois  
 Hildreth, Barbara, 1, 2, B.S. Bus., j—Ohio  
 Hill, Norma, 1, 2, Music, special—Illinois  
 Hill, Phyllis, 1, 2, Music, special—Illinois  
 Hilliker, Mable, 1, 2, TC, B.S. Educ., u—  
 Illinois  
 Hillman, Jeanetta E., 1, 2, B.S. Bus., f—Ohio  
 Hinshaw, Naomi Ruth, 1, 2, B. Mus., sr—  
 North Carolina  
 Hitt, Glen, 1, 2, Th.B., sr—Missouri  
 Hoadley, Lois, 2, A & S, u—Illinois  
 Hoffert, Marvin, 1, 2, B.S. Mus. Ed., f—  
 Missouri  
 Hoffman, Marjorie, 2, B.S. Mus. Ed., f—  
 Michigan  
 Hogan, Belva, 1, A.B., u—Illinois  
 Hogan, James A., 1, B.S. Bus., s—Illinois  
 Hohner, Harold, 1, 2, B.S. Mus. Ed., s—  
 Missouri  
 Holden, Evelyn, 1, A.B., u—Illinois  
 Holland, Darrell W., 1, 2, A.B., s—West  
 Virginia  
 Holland, Eunice D., 1, 2, Mus. Ed., sr—Illinois  
 Holmes, Harold, 1, 2, Th.B., sr—Ohio  
 Holst, Albion L., 1, 2, Th.B., f—Illinois  
 Holstein, David C., 1, 2, Th.B., f—West  
 Virginia  
 Holstein, Faith A., 1, B.S. Educ., sr—Indiana  
 Holstein, Theodore, S, Th.B., sr—West Virginia  
 Holt, Grace, 2, B.S. Educ., u—Illinois  
 Hopkins, Harlow, 1, 2, B.S. Mus. Ed., j—  
 Michigan  
 Horner, Marilyn, 1, 2, B.S. Bus., s—Wisconsin  
 Hoskins, Paul L., 1, 2, Th.Cert., 2nd yr.—  
 Indiana  
 Hottinger, James A., 1, 2, B.S. Bus., s—Ohio  
 Houchin, K. Eugene, 1, 2, Th.B., f—Indiana  
 Houston, Coy D., 1, 2, S, Th.B., f—Michigan  
 Houston, Darlene, 1, Music, special—Illinois  
 Howard, Gertrude, 1, S, Music, special—Illinois

- Howard, Henry, 1, 2, S, Min. Studies, 2nd yr.—Ohio
- Howerter, Betty Joan, 1, A.B., f—Illinois
- Huber, Janet M., 2, Th.B., f—Illinois
- Hubert, Wilfred E., S. B.S. Educ., u—Illinois
- Hughes, Lorraine, 1, 2, A.B., j—Michigan
- Hughes, Merrill, 1, 2, S, B.S. Educ., j—Ohio
- Hull, Phil N., 1, 2, Th.Cert., 1st yr.—Indiana
- Humble, Jimmie, 1, 2, Music, special—Illinois
- Hur, Dorothy F., S, Music, special—Illinois
- Hurry, Cecil P., 1, S, Th.Cert., 3rd yr.—Indiana
- Hurt, Eunice I., 1, 2, A.B., s—Kentucky
- Hurt, William F., 1, 2, Th.B., sr—Indiana
- Huseman, Donna J., 1, 2, B.S. Educ., s—Illinois
- Hutchens, Cornelius, 1, 2, Th.B., f—Ohio
- Ide, Paul Daniel, 1, 2, Music, special—Illinois
- Imel, Madonna, 1, 2, B.S. Mus. Ed., s—Indiana
- Ingalls, James H., 1, 2, A.B., j—Iowa
- Ingalls, Wayne, 1, 2, B.S. Educ., f—Iowa
- Ingalls, Wilma, 2, B.S. Educ., u—Iowa
- Inman, Cecil, 2, Th.B., f—Michigan
- Ireland, Elsie, 1, 2, S, B.S. Educ., sr—Illinois
- Ivy, Carol, 1, 2, S, Music, special—Illinois
- Ivy, Juanita, 1, 2, S, TC, B.S. Educ., sr—Illinois
- Jackson, John G., 2, A.B., f—Michigan
- Jackson, Wilbur, 1, 2, Th.B., s—Illinois
- James, Bill, 2, Music, special—Illinois
- James, Donald E., 2, A.B., j—Iowa
- Jarnagin, John, 1, 2, Th.B., sr—Indiana
- Jeffrey, Marvin, 1, 2, Th.B., f—Indiana
- Jewell, Edgar R., 1, 2, S, Th.B., f—Indiana
- Johnson, Calvin, 1, 2, S, B.S. Educ., j—Illinois
- Johnson, Charles, 1, 2, TC, B.S. Educ., sr—Indiana
- Johnson, Norma J., 1, 2, B.S. Educ., s—Illinois
- Jones, Charles W., 1, 2, S, A.B., sr—Illinois
- Jones, Eugene (Jack), 1, 2, B.S. Bus., s—Illinois
- Jones, Harold, S, B.S. Bus., sr—Illinois
- Jordan, Carol, 1, 2, S, A.B., j—Iowa
- Jordan, Leslie P., 1, 2, S, Th.B., s—Iowa
- Jordan, Robert, 1, A.B., f—Ohio
- Kallweit, Ralph Gene, 1, 2, Th.B., f—Michigan
- Kamp, Neal, 1, 2, Th.B., sr—Canada
- Kane, Helen M., 2, S, B.S. Educ., sr—Illinois
- Kanipe, Floyd Fay, 1, 2, Th.B., f—Michigan
- Karlstrom, Judith, 1, 2, Music, special—Illinois
- Karlock, Merlin E., S, A.B., u—Illinois
- Kauffman, Wilaine V., 2, B.S. Educ., j—Michigan
- Keene, Hazel, 1, 2, B.S. Educ., sr—Illinois
- Keeney, Frances, 1, A.B., s—Iowa
- Kelher, Mabel, 1, 2, S, TC, B.S. Educ., sr—Illinois
- Kell, Patsy, 2, Music, special—Illinois
- Keller, Martha Sue, 1, Music, special—Illinois
- Keller, William Carey, 1, 2, Th.B., j—Indiana
- Kelly, Marta, S, B.S. Educ., s—Illinois
- Kelly, Sarah Jane, 1, Music, u—Indiana
- Kelly, Verlin K., 1, 2, Th.Cert., 3rd yr.—Indiana
- Kemper, Chester, 1, 2, Th.B., s—Indiana
- Kemper, Leonille, 2, B.S. Educ., u—Illinois
- Kennedy, George, 1, 2, Th.Cert., 3rd yr.—Indiana
- Kennedy, Mary Frances, TC—Illinois
- Kensey, Dorothy, 1, 2, A.B., sr—Ohio
- Kensey, Richard A., 1, 2, Th.B., s—Pennsylvania
- Kerns, Rolland C., 1, 2, S, Th.B., s—Ohio
- Ketterman, Lee Edwin, 1, 2, Th.B., f—Indiana
- Kilpatrick, Arthur, 1, 2, B.S. Educ., f—Michigan
- King, Oliver H., 1, A.B., f—Illinois
- King, Virginia, 1, 2, B.S. Home Econ., s—Michigan
- Kingsnorth, Donald K., S, Music, special—Illinois
- Kiper, Dennis, 1, 2, S, Th.B., j—Iowa
- Kirby, Clara Mae, 1, 2, Th.B., f—Ohio
- Knox, Frances, 1, 2, S, TC, B.S. Educ., sr—Illinois
- Knuth, Robert H., 1, 2, B.S. Bus., sr—Iowa
- Koch, Janet L., 1, 2, B.S. Bus., f—Missouri
- Koenning, Gladys P., TC—Illinois
- Krabill, Francis, 1, 2, A.B., sr—Iowa
- Kramer, Ruth C., 1, 2, S, B.S. Home Econ., s—Ohio
- Kranich, Irving, 1, 2, B.S. Mus. Ed., s—Michigan
- Kurth, Ronald, 2, Music, special—Illinois
- Kurth, Virgil J., 1, 2, Th.B., s—Illinois
- Kyle, Dale V., 1, 2, S, Th.B., sr—Indiana
- Lambert, Joseph, S, Music, u—Illinois
- Landsverk, Dorothy, 1, A.B., f—Wisconsin
- Lane, Evangeline, 1, 2, A.B., f—Illinois
- Lane, Paul E., 1, 2, B.S. Bus., s—Michigan
- Lang, David, 1, 2, S, Music, special—Illinois
- Lang, Dianne, 1, 2, S, Music, special—Illinois
- Lang, Michael, 1, Music, special—Illinois
- Lang, Richard, 1, Music, special—Illinois
- Langellier, Bette, S, A & S, u—Illinois
- Langholf, Francis, 1, 2, Th.B., j—Illinois
- LaJennessee, Doris J., 1, 2, A.B., f—Wisconsin
- Lanning, James, 1, Th.B., f—Indiana
- Larabee, Harman, S, Th.B., special—Wisconsin
- LaReau, Harold H., S, B.S. Educ., j—Illinois
- Larsen, Walter B., 1, Music, u—Illinois
- Larsen, Betty Lou, 1, Music, u—Missouri
- Lawrence, Hildath, 2, A.B., s—Illinois
- Leach, James, 1, 2, A.B., sr—Michigan
- Leach, Jean B., 1, 2, B.S. Mus. Ed., f—Michigan
- Leas, Leslie L., 1, 2, S, Th.B., s—Indiana
- Lee, Jerry H., 2, B.S. Bus., f—Michigan
- Leezer, Violet, 2, Music, special—Illinois
- Leezer, Woodrow W., 1, 2, S, Th.Cert., 3rd yr.—Illinois
- Legge, William, 1, 2, B.S. Mus. Ed., sr—Illinois
- Leggott, Donna M., 1, 2, A.B., j—Illinois
- Leitsch, H. Darrel, 1, 2, B.S. Educ., s—Ohio
- Lemenager, Aime, 2, B.S. Bus., u—Illinois
- Leonard, James R., 1, 2, A.B., j—Illinois

- Leonard, Roger G., 1, 2, A.B., s—Colorado  
 Leonard, William L., 1, A.B., u—Illinois  
 Lewis, Warren, 1, 2, Music, special—Illinois  
 Lewis, Willard, 1, 2, Music, special—Illinois  
 Lewter, Robert L., 1, 2, A.B., s—Kentucky  
 Ley, Earl R., S, A.B., sr—Ohio  
 Ley, Martell Y., S, post-graduate—Indiana  
 Lile, Forrest H., TC—Illinois  
 Lindy, Darlene, 1, Music, special—Illinois  
 Lindy, S., Music, special—Illinois  
 Lindy, John A., 1, 2, Th.Cert., 3rd yr.—Illinois  
 Lochkovic, Mary E., 1, 2, A.B., f—Indiana  
 Lodwick, Thomas, 1, 2, S, Th.B., s—Illinois  
 Loftice, Walter E., 1, 2, A.B., s—Kentucky  
 Logan, Richard B., 1, 2, A.B., s—Illinois  
 Logsdon, H. Glenn, 1, 2, B.S. Educ., sr—  
 Illinois  
 Longman, M. Lillian, 1, 2, A.B., u—Michigan  
 Longtin, Helen L., 1, B.S. Educ., u—Illinois  
 Louthan, Phillip, 1, S, Music, special—Illinois  
 Lucas, Mary M., 2, A.B., u—Illinois  
 Ludlow, Helen L., 1, S, TC, B.S. Educ., sr—  
 Illinois  
 Luther, Darrell E., 1, 2, A.B., sr—Indiana  
 Lyons, James H., 1, 2, Th.B., s—Illinois  
 McAdams, Douglas D., 1, 2, Th.B., j—Ohio  
 McAfee, Norma J., 2, B.S. Educ., f—Arkansas  
 McAllister, Rose Ann, 1, 2, B.S. Educ., j—  
 Michigan  
 McCart, James, 1, 2, S, Th.B., sr—Indiana  
 McCart, Rosemary, 1, 2, B.S. Mus. Ed., j—  
 Indiana  
 McClaid, Clifford F., 1, 2, B.S. Mus. Ed., j—  
 Ohio  
 McClain, Barbara, S, A & S, sr—Illinois  
 McClain, Ruth Adele, 1, 2, S, B.S. Educ., s—  
 Illinois  
 McCleary, Paul, 1, 2, A.B., sr—Illinois  
 McCleary, Rachel, 2, B.S. Educ., sr—Illinois  
 McCready, Edna June, 1, A.B., j—Ohio  
 McCullough, Charles, 1, 2, B.S. Educ., j—  
 Indiana  
 McCullough, Paul A., 1, 2, A.B., f—Indiana  
 McDowell, Donald, 1, 2, A.B., j—California  
 McGilvra, Donald, 1, 2, Th.Cert., 2nd yr.—  
 Illinois  
 McGough, William, 1, 2, A.B., sr—Ohio  
 McGraw, Phyllis J., 1, 2, B.S. Mus. Ed., s—  
 Ohio  
 McGuire, Nadine, 2, A.B., f—Michigan  
 McKain, Ina M., 1, 2, A.B., s—Indiana  
 McKee, Ralph W., 1, S, Th.Cert., 1st yr.—  
 Illinois  
 McLain, Barbara, 1, Music, special—Illinois  
 McLain, Kenneth, 1, 2, Th.B., j—Illinois  
 McLain, Patricia, 1, Music, special—Illinois  
 McLaughlin, Mary E., 1, A.B., s—Ohio  
 McLaughlin, Mary J., 1, 2, B.S. Educ., j—  
 Indiana  
 McMurrin, Lee R., 1, 2, B.S. Educ., sr—Ohio  
 McMurrin, Norma, S, B.S. Educ., sr—Ohio  
 McMurrin, Paul, 1, A.B., f—Ohio  
 McRoberts, Charles D., 1, 2, B.S. Mus. Ed.,  
 j—Indiana  
 McRoberts, Norman F., 1, 2, B.S. Bus., s—  
 Indiana  
 Mabry, Edna L., 1, 2, B.S. Educ., f—Ohio  
 Machado, Eduardo, 1, 2, Th.B., j—Cuba  
 Major, JoAnne, 1, 2, B.S. Educ., j—Michigan  
 Malone, James, S, post-graduate—Indiana  
 Malone, Lawrence, 2, Th.Cert., 1st yr.—Ohio  
 Marcukaitis, Rosemary, 1, Music, special—  
 Mariage, Ray W., 1, 2, S, Th.B., f—Illinois  
 Marsh, Camillia A., 1, 2, B.S. Educ., f—Indiana  
 Marshall, Dennis, 1, 2, Music, special—Illinois  
 Marshall, Juanita, 1, 2, B.S. Bus., j—Illinois  
 Marvin, Earl R., 1, 2, A.B., f—Pennsylvania  
 Matheny, Kenneth, 1, 2, A.B., sr—West Virginia  
 Mathews, Calvin, 1, 2, A.B., f—Illinois  
 Mathews, Donald, 2, Th.B., s—Ohio  
 Mathews, Donald E., 1, 2, Th.B., s—Indiana  
 Mattax, Edsl J., 1, 2, S, B.S. Mus. Ed., sr—  
 Michigan  
 Maxwell, Mary E., 1, 2, B.S. Educ., s—Ohio  
 Mayes, Mildred, 2, B.S. Educ., u—Illinois  
 Mefford, Rosella, 1, 2, A.B., f—Illinois  
 Mehrer, Nora, 1, 2, Music, special—Illinois  
 Mell, Mary, 2, B.S. Educ., sr—Illinois  
 Mclroy, Katherine, 1, 2, B.S. Educ., j—Illinois  
 Meyering, Chester, 1, 2, S, B.S. Educ., j—  
 Illinois  
 Meyers, Fred W., 2, Music, u—Illinois  
 Mikulec, Raymond A., 1, 2, A.B., f—Ohio  
 Miller, David B., 1, 2, S, A.B., f—Ohio  
 Miller, Elaine, 1, 2, Music, special—Illinois  
 Miller, James, 1, 2, A.B., s—Ohio  
 Miller, James W., 1, Th.B., s—Indiana  
 Miller, Lois Ardell, 1, 2, B.S. Educ., sr—  
 Indiana  
 Miller, Lowell, S, Th.B., sr—Ohio  
 Miller, Lucille, 1, 2, B.S. Educ., sr—Iowa  
 Miller, Marcella, 1, 2, A.B., j—Indiana  
 Miller, Shirley, 1, Music, u—Indiana  
 Miller, Stanley, 1, Th.B., s—Indiana  
 Miller, Wayne N., 2, A.B., u—Indiana  
 Miller, William George, S, A.B., sr—Ohio  
 Million, Arthur, 1, B.S. Educ., u—Illinois  
 Mingledorff, Stanley, 1, 2, S, A.B., sr—Georgia  
 Mingledorff, Walter, 1, 2, A.B., s—Georgia  
 Miracle, Walter, Jr., 1, 2, S, Th.B., f—Indiana  
 Mitchell, Mary E., 1, 2, S, B.S. Home Econ.,  
 sr—Indiana  
 Moats, Guy, 1, Min. Studies, 1st yr.—Illinois  
 Moneymaker, Kenneth, 1, 2, Th.B., f—Indiana  
 Moore, Dorris L., 1, B.Mus., sr—Indiana  
 Moore, Elwin W., 1, 2, Th.B., s—Indiana  
 Moore, James (D.L.), 1, 2, Th.Cert., 2nd yr.—  
 Arkansas  
 Moore, Merlin, 1, 2, A.B., j—Illinois  
 Moore, Vivian, 1, 2, S, Music, special—Illinois  
 Moore, William G., 1, 2, S, B.S. Educ., s—  
 Texas

- Morgan, I. Ernest, 1, 2, Th.B., f—Ohio  
Morgan, K. Eugene, 1, 2, B.S. Educ., f—  
Illinois  
Morgan, Robert S., 1, 2, Th.B., j—Illinois  
Morris, John L., 1, 2, Th.B., s—North Dakota  
Morris, Martha, 1, 2, B.S. Mus. Ed., j—Ohio  
Morrison, Flossie, 1, 2, S, B.S. Educ., j—  
Illinois  
Morrison, Percy, 1, 2, S, B.S., Educ., j—Illinois  
Morsch, James, 1, 2, Th.B., sr—Illinois  
Morse, Elsie L., 1, 2, B.S. Bus., f—Michigan  
Mosley, Annette, 2, Music, special—Illinois  
Mosley, Geraldine, 1, 2, S, Music, special—  
Illinois  
Mounts, E. Wavolene, 1, Music, u—Ohio  
Moyer, E. Emery A., 1, 2, Th.Cert., 2nd yr.—  
Ohio  
Muhm, John B., 1, 2, B.S. Educ., s—Iowa  
Muir, William S., 2, Th.B., s—Illinois  
Mulligan, James L., 2, Mus. Educ., u—Illinois  
Munroe, Louise, 2, Music, special—Illinois  
Murphy, Lois B., 2, S, B.S. Educ., j—Illinois  
Musser, Janet M., 1, 2, S, B.S. Educ., f—Mich-  
igan  
Nance, Glenna M., 1, 2, B.S. Mus. Ed., f—Ohio  
Nash, Jack, 1, 2, A.B., sr—Michigan  
Nauman, Betty J., 1, 2, B.S. Educ., f—Ohio  
Nehf, Sue, 2, Music, special—Illinois  
Neibarger, Betty, 1, 2, A.B., f—Ohio  
Neiderhiser, Richard, 1, 2, A.B., j—Pennsyl-  
vania  
Netzel, Don, S, A.B., u—Illinois  
Newby, Paul H., 1, 2, B.S. Mus. Ed., s—  
Indiana  
Niccum, Joseph, S, A.B., sr—Illinois  
Nichols, William, 1, 2, Th.B., s—Indiana  
Norris, James K., 2, A.B., f—Indiana  
Norton, Bobbie, S, Th.B., f—Illinois  
Nunnery, Enoch L., 1, A.B., sr—Illinois  
Nye, Mary E., 1, B.S. Bus., f—Indiana  
Oberlander, Lowell, 1, 2, S, Th.B., s—Indiana  
O'Conner, Marie J., 1, 2, S, TC, B.S. Educ.,  
j—Illinois  
O'Conner, Mary M., 2, Music, special—Illinois  
O'Conner, Roy J., 1, 2, S, TC, B.S. Educ., sr—  
Illinois  
O'Conner, William J., 1, 2, S, TC, B.S. Educ.,  
sr—Illinois  
Oliver, Gerald D., 1, 2, B.S. Educ., s—Illinois  
Oliver, Jewel Britton, 1, 2, B.S. Educ., sr—  
Illinois  
Osborne, Geoffrey, 1, 2, Th.B., s—Indiana  
Ozment, Robert, 1, 2, A.B., sr—Missouri  
Padgett, Donald R., 1, 2, S, Th.B., j—Indiana  
Page, Harry E., 1, A.B., f—Illinois  
Painter, Jerry I., 1, 2, Th.Cert., 2nd yr.—  
Illinois  
Palenske, Marilyn, 1, 2, A.B., u—Illinois  
Palmer, Geraldine M., 1, 2, B.S. Mus. Ed., f—  
Michigan  
Park, Everett E., 1, 2, Th.B., sr—Ohio  
Parker, Gerald A., 1, 2, B.S. Mus. Ed., s—  
Indiana  
Parker, Geraldine, 1, Music, special—Arkansas  
Parker, Ralph, 1, 2, A.B., f—Arkansas  
Parker, Sarah Jane, 1, 2, Th.B., f—Indiana  
Parr, Clement, 1, 2, A.B., f—Illinois  
Parr, Mozelle, 1, 2, S, A.B., f—Illinois  
Parsons, Wendell, 1, 2, A.B., f—Illinois  
Parton, Samuel L., 1, 2, S, B.S. Bus., s—  
Illinois  
Pate, James D., 1, 2, S, Th.B., f—Arkansas  
Patterson, Eugene D., 2, A.B., j—Missouri  
Patton, Violet, 1, 2, S, B.S. Educ., j—Illinois  
Pauley, Charlie E., 1, 2, S, B.S. Educ., s—  
Ohio  
Pauley, Thomas, 1, 2, S, A.B., sr—Ohio  
Paulm, Marjorie F., 1, 2, B.S. Bus., f—Ohio  
Payne, Rae Nell, 1, 2, A.B., s—Ohio  
Pearson, Robert, 1, Music, u—Illinois  
Peel, Edward D., 1, 2, Th.B., s—Indiana  
Perkins, Marion J., 1, 2, B.S. Mus. Ed., j—  
Michigan  
Peters, Joy N., 1, B.S. Educ., s—Illinois  
Peters, Victor L., 1, 2, Th. Cert., 2nd yr.—  
Illinois  
Peterson, Beverly, 1, 2, B.S. Mus. Ed., f—  
Illinois  
Petrie, David F., 1, 2, B.S. Educ., s—Ohio  
Petrie, Jerry, 2, B.S. Bus., f—Ohio  
Petrie, John, 1, 2, B.S. Bus., f—Ohio  
Pfeil, Henrietta, 1, 2, S, TC, B.S. Educ., sr—  
Illinois  
Pickens, Donald W., 1, 2, A.B., f—Iowa  
Pinner, Donald, 1, 2, S, A.B., sr—Michigan  
Pinner, Herbert, 1, 2, B. Mus., sr—Michigan  
Pinner, Sue Ann, 1, Music, special—Illinois  
Piper, Duane, 1, 2, A.B., f—Illinois  
Pirtle, William, 1, 2, Th.B., s—Missouri  
Poling, Harvey, S, Th.B., f—Michigan  
Porter, Evelyn, 1, 2, S, B.S. Educ., sr—Illinois  
Posey, Hazel P., S, B.S. Educ., j—Illinois  
Post, Janice M., 2, S, Music, u—Illinois  
Powers, Hardy, 1, 2, S, A.B., sr—Texas  
Prater, Lowell, 1, 2, S, Th.B., f—Illinois  
Price, Patricia, 1, 2, B.S. Home Econ., f—  
Illinois  
Proegler, Millie, 1, 2, B.S. Educ., j—Illinois  
Prosperi, Dominick, 1, 2, Min. Studies, 2nd  
yr.—Ohio  
Pryor, Robert, 1, 2, Th.B., j—Illinois  
Psaute, George, 1, 2, Th.B., u—Illinois  
Purdum, Eleanor, TC—Illinois  
Purdum, Ida, TC—Illinois  
Pusey, Lucille, S, B.S. Educ., j—Illinois  
Pusey, Paul M., 1, 2, Th.B., j—Ohio  
Qualls, Millard, 2, Th.B., s—Illinois  
Ragan, Robert K., 1, S, B.S. Bus., s—Ohio  
Raiche, Victoria, S, B.S. Educ., sr—Illinois  
Ramey, Betty, 1, 2, Th.B., f—Indiana  
Ray, D. Paul, 1, 2, Th.B., s—Illinois

- Rawley, Ross R., 1, 2, Min. Studies, 2nd yr.—Illinois
- Reader, Paul H., 1, 2, A.B., f—Illinois
- Rector, Robert W., 1, 2, B.S. Bus., j—Illinois
- Reed, Millard C., 1, 2, Th.B., f—Missouri
- Reedy, Dale, 2, Music, special—Illinois
- Reedy, David C., 2, Music, special—Illinois
- Reedy, J. D., 1, 2, Th.B., u—Illinois
- Rees, Orville W., 1, 2, A.B., j—Indiana
- Reich, Robert D., 1, 2, B.S. Bus., s—Illinois
- Reid, Judith, 1, 2, B.S. Bus., f—Illinois
- Reinbold, Earl, 1, 2, Th.Cert., 2nd yr.—Illinois
- Replogle, J. Marie, 1, 2, S, A.B., sr—Michigan
- Rexroth, Grace, 1, 2, B.S. Bus., f—Iowa
- Rice, Helen, 2, B.S. Educ., sr—Illinois
- Rice, Phillip, 1, A.B., f—Illinois
- Rice, Thelma, 1, 2, S, A.B., u—Illinois
- Rich, Gaylord A., 1, 2, Th.B., j—Iowa
- Richards, Anita J., 1, 2, S, B.S. Mus. Ed., j—Florida
- Richards, Ramon G., 1, 2, A.B., j—Ohio
- Riddlebarger, Melvin, 1, 2, Th.B., s—Ohio
- Rimas, Rose Mae, 1, 2, S, TC, B.S. Educ., sr—Illinois
- Rinebarger, James, 1, 2, Th.B., sr—Missouri
- Rist, Leonard, S, Th., 3rd yr.—Ohio
- Ritsem, Robert, 1, 2, Music, special—Illinois
- Ritthaler, Virginia, S, B.S. Educ., sr—Illinois
- Roat, Bessie J., 1, A.B., s—Illinois
- Robbins, David R., 1, 2, A.B., f—Ohio
- Robbins, Forrest D., 2, Th.B., f—Illinois
- Robey, Mary, 2, Music, special—Illinois
- Robillard, Laura E., TC—Illinois
- Robinson, Opal Jeane, 1, 2, S, Music, u—Michigan
- Rodgers, Dimple, S—Illinois
- Rohde, Lorraine M., 1, 2, A.B., f—Wisconsin
- Rohrer, Richard, 1, 2, A.B., sr—Indiana
- Rollins, Roger B., 1, 2, A.B., j—Michigan
- Romeril, Harry F., 1, 2, Th.B., f—Indiana
- Rose, Bernard, 1, Music, special—
- Rose, George E., 1, 2, B.S. Bus., sr—Ohio
- Rose, Herbert T., A.B., j—Ohio
- Roven, Mary Jane, 1, 2, S, TC, B.S. Home Econ., s—Illinois
- Rowell, Cliff, 1, 2, Th.B., s—Arkansas
- Ruble, Mary, 1, 2, B.S. Mus. Ed., f—Illinois
- Ruble, Paul, 2, A.B., f—Indiana
- Ruch, Kathleen, 1, 2, A.B., u—Illinois
- Ruch, Ruby J., TC—Illinois
- Rucker, Mabel C., 1, 2, S, TC, B.S. Educ., sr—Illinois
- Rucker, Susan E., 1, 2, S, Music, special—Illinois
- Rubey, Mary L., 1, Music, special—Illinois
- Rushing, Mildred, 2, B.S. Educ., j—Florida
- Saccani, Lois B., 2, B.S. Mus. Ed., u—Indiana
- Saldeen, Vernon, 1, 2, A.B., j—Illinois
- Salisbury, Arthur R., 1, 2, Th.B., f—Michigan
- Salm, Nellie, 1, 2, Music, u—Illinois
- Salm, Renetta, 1, 2, B.S. Educ., j—Illinois
- Samuelson, Robert, 1, 2, A.B., j—Iowa
- Sanders, Bernice B., 1, 2, Music, u—Illinois
- Sanders, R. Eugene, 1, 2, Music, s—Arkansas
- Sanders, Rufus, 1, 2, Th.B., f—Michigan
- Sando, Dee, 2, B.S. Bus., f—Illinois
- Savage, Frances Mae, 1, B.S. Bus., f—Michigan
- Savage, Shirley, 1, B.S. Bus., f—Michigan
- Sayers, Ethel Rita, 1, 2, B.S. Educ., s—Indiana
- Schafer, W. Robert, 1, 2, B.S. Bus., f—Ohio
- Schillerstrom, Herbert, 1, 2, Th.B., f—Iowa
- Schmidt, Carol Jean, S, Music, special—Illinois
- Schmidt, Carolyn Joan, S, Music, special—Illinois
- Schorey, Lorin D., 1, 2, S, Th.Cert., 1st yr.—Illinois
- Schriner, Reba C., 2, B.S. Educ., u—Illinois
- Schultz, Frances E., S, TC, u—Illinois
- Schultz, Norman A., 1, A.B., s—Ohio
- Schultz, Richard H., 1, 2, A.B., u—Ohio
- Schurman, Peter J., 1, 2, S, Music, special—Illinois
- Schwada, Ronald Paul, 1, 2, S, Music, special—Illinois
- Scott, Walter, Jr., 2, Th.B., f—Indiana
- Seager, R. Leon, 1, 2, Th.B., s—Illinois
- Seals, Mary, 1, B.S. Mus. Ed., f—Indiana
- Scaney, Chester R., 1, 2, S, Th.B., post-graduate—Illinois
- Seel, Donna, 1, A.B., j—Ohio
- Seel, Norman L., 1, 2, B.S. Bus., j—Ohio
- Seitz, Fredrick L., 1, 2, A.B., j—Missouri
- Seivert, Antoinette, S, u—Illinois
- Selfridge, Carl D., 1, 2, S, Th.B., s—Indiana
- Servies, Edith, 1, 2, S, A.B., sr—Indiana
- Sexton, Thomas W., 1, 2, S, A.B., sr—Indiana
- Seybert, Ruby L., TC—Illinois
- Shafer, Harry, 1, 2, S, A.B., sr—Ohio
- Shaffer, Joe, 1, 2, B.S. Bus., s—Indiana
- Shank, Merle A., 1, 2, S, B.S. Bus., j—Michigan
- Shearer, Bernice, 1, 2, B.S. Educ., sr—Ohio
- Sheckler, James W., 1, 2, Th.B., s—Iowa
- Sheckler, Lewis R., 1, 2, B.S. Mus. Ed., j—Iowa
- Sheets, Doris, 1, 2, B.S. Educ., s—Indiana
- Sheets, Oscar H., 1, 2, S, Th.B., s—Indiana
- Sheets, Rosemary, 1, 2, B.S. Educ., f—Indiana
- Sheller, Martha E., 1, 2, B.S. Educ., f—Indiana
- Shira, Frederick M., 1, 2, Th.B., j—Michigan
- Shira, Harrison, 1, 2, A.B., j—Michigan
- Shoemaker, Kathryn L., 1, 2, B.S. Home Econ., f—Ohio
- Short, Thomas E., 1, 2, B.S. Bus., f—Indiana
- Shouse, Veva L., 1, B.S. Bus., u—Illinois
- Shrontz, Elvira, 2, A.B., u—Illinois
- Shrontz, James, 1, 2, TC, A.B., u—Illinois
- Shrum, Marjorie, 1, B.S. Mus. Ed., s—Ohio
- Siemering, Eleanor, 1, A.B., u—Illinois
- Sievers, Dale L., 1, 2, S, A.B., sr—Indiana
- Silvers, Kenneth, 1, 2, B.S. Educ., j—Illinois



- Simon, Rex L., 1, 2, B. Mus., f—Nebraska  
 Skalsky, Alta, 1, 2, B.S. Educ., j—Missouri  
 Skodak, Leonard J., 1, 2, Th.B., s—Wisconsin  
 Sloan, Carol L., 1, 2, Music, special—Illinois  
 Sloan, Edith, 1, 2, Music, special—Illinois  
 Sloan, Martha J., 1, 2, Music, special—Illinois  
 Small, Robert William, 1, 2, A.B., s—Michigan  
 Smith, Donald J., S, A.B., sr—Illinois  
 Smith, Doris, 1, 2, B.S. Educ., u—Illinois  
 Smith, Elizabeth, 1, 2, Music, special—Illinois  
 Smith, Gladys, 1, 2, A.B., f—Illinois  
 Smith, George E., 1, 2, Th.B., s—Michigan  
 Smith, Helen Yates, TC—Illinois  
 Smith, John, 1, 2, Music, special—Illinois  
 Smith, Joseph, 1, 2, A.B., s—Illinois  
 Smith, Lois Starr, 1, B.S. Educ., u—Illinois  
 Smith, Ronald L., 1, A.B., s—Indiana  
 Smith, Stanley W., 1, 2, Th.B., s—Indiana  
 Smith, Walter W., 1, 2, Th.B., s—Ohio  
 Smith, William Omer, 1, 2, Th.B., s—Illinois  
 Smith, Zora Ola, 2, A.B., u—Illinois  
 Snider, Gilbert L., 1, 2, Th.B., f—Illinois  
 Snow, Ferne, 1, TC, B.S. Educ., j—Illinois  
 Songer, David O., 1, 2, B.S. Mus. Ed., s—  
 West Virginia  
 Soward, Harry, 1, 2, Th.B., s—Indiana  
 Sparks, Lowell H., S, B.S. Bus., sr—Ohio  
 Spear, Paul W., 1, 2, S, Th.B., s—Indiana  
 Spearman, Mae M., 1, 2, B.S. Mus. Ed., f—  
 Iowa  
 Spellman, Ferne D., S, B.S. Educ., u—Illinois  
 Spencer, Jacqueline, 1, 2, B.S. Mus. Ed., s—  
 Iowa  
 Spencer, Ronald, 1, Music, s—Ohio  
 Sprimont, James, 1, 2, Music, special—Illinois  
 Squires, Robert D., 2, f—Michigan  
 Stark, James, Jr., 2, Th.B., f—Illinois  
 Starr, Marilyn E., 1, 2, B.S. Educ., s—Mich-  
 igan  
 Stauffer, Janice, 1, 2, S, B.S. Educ., sr—Ohio  
 Steele, Delores, 1, 2, A.B., f—Ohio  
 Steenberg, Betty J., 1, 2, B. Mus., sr—Ohio  
 Steidel, Richard E., 2, Min. Studies, 1st yr.—  
 Indiana  
 Steinhart, Janice, 1, 2, S, Music, special—  
 Illinois  
 Stenger, Ernest H., 1, Th.B., f—Ohio  
 Stevens, Charles E., 1, 2, A.B., s—Michigan  
 Stevens, Robert R., 1, 2, A.B., f—Washington,  
 D. C.  
 Stevenson, Richard, 1, 2, Th.B., f—Indiana  
 Stickney, Robert E., 1, 2, Th.B., s—Arkansas  
 Stilson, Norman A., 1, A.B., s—Illinois  
 Stoll, Forrest, Jr., 1, 2, Th.B., j—Ohio  
 Stone, Alvah L., 1, 2, B.S. Educ., f—Illinois  
 Stone, Clifford, 1, 2, S, B.S. Educ., s—Ohio  
 Stone, Ruth J., 2, B.S. Educ., f—Ohio  
 Stone, Willard D., 1, 2, Th.B., f—Ohio  
 Stoops, Wesley P., 1, 2, S, A.B., sr—Illinois  
 Strahl, Clarice M., 1, 2, B.S. Educ., sr—Ohio  
 Strahm, Ralph W., 1, Th.B., s—Indiana  
 Strawson, Mabel L., TC—Illinois  
 Street, Pearl, 1, 2, S, B.S. Educ., sr—Michigan  
 Strickler, Shirley A., 1, 2, A.B., f—Illinois  
 Stufflebeam, Naomi L., 1, 2, B.S. Mus. Ed.,  
 s—Illinois  
 Styers, Robert, 1, 2, Th.Cert., 3rd yr.—Ohio  
 Sullivan, Kizzie N., S, Th.B., f—Indiana  
 Sutherland, Jack, 1, 2, Th.B., s—Indiana  
 Swafford, Sarah E., 1, 2, A.B., j—Indiana  
 Swanson, Lois H., 1, 2, B.S. Educ., sr—Illinois  
 Swanson, Neil M., 1, 2, B.S. Bus., j—Pennsyl-  
 vania  
 Tallmadge, Cora Louise, 2, Music, special—  
 Illinois  
 Tallmadge, P. Joy, 2, Music, special—Illinois  
 Tatro, Rosina, 1, 2, S, B.S. Educ., s—Illinois  
 Taylor, Bernice, 2, Music, u—Illinois  
 Taylor, Charles E., 1, 2, A.B., s—Ohio  
 Taylor, Clara, 1, 2, B.S. Educ., j—Illinois  
 Taylor, Faye, 1, 2, B.S. Educ., s—Illinois  
 Taylor, Robert E., S, Th.B., sr—Ohio  
 Taylor, Samuel M., 1, 2, S, Th.Cert., 2nd yr.—  
 Indiana  
 Terry, Wanda, 1, 2, B.S. Educ., s—Ohio  
 Thill, David, 1, 2, Min. Studies, 1st yr.—Illinois  
 Thomas, Ruth, 1, 2, B.S. Educ., f—Ohio  
 Thompson, Carole, 1, 2, B.S. Educ., sr—Mich-  
 igan  
 Thorn, Allen R., 1, 2, Th.B., f—Canada  
 Thorn, G. Lindy, 1, 2, S, A.B., j—Canada  
 Tice, Noah S., Jr., 1, 2, S, Th.Cert., 1st yr.—  
 Ohio  
 Tidd, Wayne G., 2, S, Th.B., s—Illinois  
 Todd, Vina, TC—Illinois  
 Tolliver, Willard L., 1, 2, Th.Cert., 1st yr.—  
 Illinois  
 Topolinsky, Ethel, 1, Music, special—Illinois  
 Topolinsky, John J., 1, 2, S, Th.B., sr—Illinois  
 Townsend, Mary Lou, 1, B.S. Educ., f—Indiana  
 Trab, Heinz, 1, A.B., u—Illinois  
 Trecker, David, 1, Music, special—Illinois  
 Trott, Dorothy E., 1, A.B., u—Illinois  
 Trott, Lloyd B., 1, 2, S, Th.B., j—Missouri  
 Trout, Mayme L., 1, Min. Studies, 1st yr.—  
 Illinois  
 Troutman, Geraldine, S, Music, u—Illinois  
 Trudeau, Douglas, 1, 2, B.S. Mus. Ed., j—  
 Illinois  
 Tucker, James F., 1, Th.B., sr—Indiana  
 Turley, Bonnie, 2, A.B., sr—Indiana  
 Turley, Norma, 1, 2, A.B., sr—Indiana  
 Turley, Russell G., 1, 2, Th.B., s—Indiana  
 Turner, Delores, 1, 2, S, Music, special—  
 Illinois  
 Turner, Donald, 1, 2, S, Th.B., j—Iowa  
 Turner, Dorothy E., 1, 2, B.S. Educ., sr—Ohio  
 Turner, Floyd D., 1, 2, Th.B., j—Ohio  
 Turner, Melvin, 1, Th.B., s—Ohio  
 Turner, Rosemary, 1, 2, S, Music, special—  
 Illinois  
 Tweedy, Orville, S, A.B., sr—Indiana  
 Tyler, Donald E., 1, 2, S, Th.B., sr—Missouri

- Ulveling, Gwen, 1, 2, S, B.S. Mus. Ed., j—  
Illinois
- Underwood, Kenneth G., 2, Th.B., f—Illinois
- Vandegraft, Clifton O., 1, B.S. Bus., f—Illinois
- Vandine, Mark H., 1, 2, S, Th.B., sr—Indiana
- Vandine, Venita, 2, Music, special—Illinois
- VanGorden, Richard, 1, 2, S, Th.B., f—Ohio
- VanGuilder, Anne, S, A & S, j—Illinois
- VanMeter, Maxine A., 1, 2, B.S. Educ., sr—  
Indiana
- Vasthinder, Carl L., 1, S, B.S. Mus. Ed., sr—  
Ohio
- Vermilya, Camlin G., 1, 2, Music, sr—Michigan
- Vermilya, William G., 1, 2, A.B., sr—Michigan
- Voight, Carroll R., 1, 2, B.S. Bus., j—Iowa
- Voss, Helen Marie, 1, B.S. Bus., f—Iowa
- Voss, Margaret R., 1, A.B., j—Illinois
- Voyles, Thomas, 1, 2, A.B., sr—Illinois
- Walker, Joyce, 1, 2, A.B., f—Michigan
- Walmsley, Gardner R., 1, 2, A.B., j—Florida
- Walter, Helen J., 1, 2, S, B.S. Educ., j—Ohio
- Walton, Eileen, S, B.S. Educ., sr—Illinois
- Ward, Clarence, 1, 2, S, B.S. Educ., sr—Illinois
- Ward, Lewis S., 2, Th.B., f—Indiana
- Ward, Mary R., 2, Min. Studies, 1st yr.—  
Indiana
- Wardlow, Donald C., 1, Th.B., s—Indiana
- Warren, Doris, 1, 2, B.S. Educ., f—Indiana
- Wasson, David, 1, 2, Music, special—Ohio
- Wasson, Jimmie, 1, Music, special—Ohio
- Wasson, Robert R., 1, 2, S, Th.B., f—Ohio
- Wasson, Thelma J., 2, Music, special—Illinois
- Waters, Bernice, S, A.B., j—Illinois
- Waters, Laurence K., 1, 2, A.B., s—Illinois
- Watkins, Albert, 1, 2, S, B.S. Educ., sr—  
Illinois
- Watkins, Elizabeth, 1, 2, B.S. Educ., sr—Ohio
- Watkins, May, 1, B.S. Educ., s—Georgia
- Watrous, Rachel L., 1, 2, A.B., u—Connecticut
- Watson, Donald L., 1, 2, B.S. Bus., f—Ohio
- Watson, Wilmer R., 1, 2, A.B., sr—Indiana
- Watts, Kenneth, 1, 2, Th.B., j—Indiana
- Watts, Patsy J., 1, Music, u—Indiana
- Weber, Christine, 2, B.S. Bus., u—Wisconsin
- Webster, Roy LaVere, 1, 2, Th.B., f—Michigan
- Webster, Thomas, 1, 2, B.S. Bus., j—Illinois
- Weidner, John E., 2, S, Th.B., s—Illinois
- Weise, Florence E., S, TC, B.S. Educ.—Illinois
- Welch, David, 1, 2, Music, special—Illinois
- Welch, Orville L., 1, Th.B., s—Illinois
- Welk, Robert B., 1, 2, Th.B., s—Wisconsin
- Wellman, Sherrill W., 1, B.S. Mus. Ed., f—  
Illinois
- Wells, Albert Melton, 1, 2, A.B., j—Michigan
- West, Norma P., 1, B.S. Mus. Ed., s—Illinois
- Whalen, Charlotte, 1, 2, Music, special—Illinois
- Whalen, Judith, 1, 2, Music, special—Illinois
- Whalen, W. Patrick, 1, 2, S, Th.B., sr—Illinois
- Wheeler, Donald, 1, 2, Min. Studies, 1st yr.—  
Illinois
- Wheeler, Beverly, 1, A.B., u—Illinois
- White, Grayson K., 1, 2, B.S. Mus. Ed., sr—  
Indiana
- White, Paul E., 1, 2, Th.B., sr—Indiana
- Whiteman, Lois J., 2, Th.Cert., u—Indiana
- Whitman, Kenneth, 1, 2, S, Th.B., f—Indiana
- Wickham, Clinton, 1, 2, A.B., sr—Indiana
- Wickland, Russell, 1, 2, Th.B., s—Illinois
- Wicks, Carl R., 1, 2, B.S. Educ., sr—Ohio
- Wilhoite, Winard L., 2, B.S. Mus. Ed., f—  
Kentucky
- Willard, Virgil A., 1, 2, S, Th.B., s—Indiana
- Williams, Adine, 1, Music, special—Illinois
- Williams, Florence, 1, 2, S, B.S. Educ., j—  
Illinois
- Williams, Virginia L., 1, 2, B.S. Educ., f—  
Ohio
- Williamson, Donald, 1, 2, B.S. Bus., f—Indiana
- Williamson, Erma L., 1, 2, B.S. Bus., s—Ohio
- Williamson, Helen, S, B.S. Educ., u—Illinois
- Williamson, Paul D., 1, 2, A.B., sr—Indiana
- Williamson, Robert, 1, 2, A.B., f—Illinois
- Williamson, Wanda F., 1, 2, B.S. Mus. Ed., f—  
Ohio
- Williamson, William, 1, 2, A.B., f—Illinois
- Willis, Dorothy, 1, 2, S, A.B., sr—Ohio
- Willis, William E., 1, Th.B., post-graduate—  
Illinois
- Wills, James E., 1, 2, A.B., f—Ohio
- Wilson, Allen, 1, 2, A.B., j—Indiana
- Wilson, Clarence F., 1, 2, S, A.B., j—Illinois
- Wilson, Clayton, 2, A.B., u—Illinois
- Wilson, Doretta, 1, 2, B.S. Home Econ., f—  
South Dakota
- Wilson, Gladys, 1, 2, A.B., sr—Iowa
- Wilson, Joseph, 1, 2, Th.B., f—Indiana
- Wilson, Loreta J., 1, 2, A.B., f—Illinois
- Winegar, James William, 2, A.B., f—Missouri
- Winegar, Mary A., 1, 2, B.S. Mus. Ed., s—  
Michigan
- Winfield, Robert, 1, 2, A.B., f—Illinois
- Winne, Donald W., 1, 2, B.S. Bus., sr—Mich-  
igan
- Winne, Doris, 1, 2, B.S. Educ., sr—Illinois
- Winne, R. Fern, 1, 2, B.S. Educ., s—Michigan
- Winterroth, Esther, 1, B.S. Educ., f—Illinois
- Wiseman, Neil, 1, 2, Th.B., f—Michigan
- Wisner, M. Donna, 2, B.S. Home Econ., f—  
Missouri
- Wissbroecker, Edwin, 1, 2, S, Th.B., f—Wis-  
consin
- Witbeck, Robert F., 1, 2, S, B.S. Mus. Ed., sr  
—Michigan
- Wolfe, Calbert E., 1, S, A.B., s—Washington
- Wolfe, Shirley, C., S, A & S, u—Illinois
- Wolgast, Dora Emma, 2, Music, u—Illinois
- Wood, Frances W., 1, A.B., u—Indiana
- Woodruff, James D., 1, 2, B.S. Mus. Ed., f—  
Michigan
- Woodruff, Margaret, S, A & S, u—Illinois
- Woods, Dorothy B., 1, 2, TC, B.S., sr—Illinois
- Worley, Joe, S, B.S. Mus. Ed., sr—Missouri
- Wright, Beverly, 1, A & S, s—Illinois

Wright, LeRoy, 1, 2, S, B.S. Mus. Ed., post-graduate—Illinois  
 Wright, Lorita L., TC—Illinois  
 Wynn, V. Ann, 1, 2, B.S. Mus. Ed., j—Indiana  
 Yochim, Dianne E., 1, Music, special—Michigan  
 Yochim, Harold, 1, 2, Th.B., j—Michigan  
 York, Bernard, 1, Th.B., f—Michigan

Young, Edna, 1, Music, special—Illinois  
 Young, Helena, 1, Music, special—Illinois  
 Young, Oran, 1, 2, Th.B., sr—Illinois  
 Youngblood, June, 1, 2, A.B., sr—Indiana  
 Zurcher, Iva L., 1, 2, Th.Cert., 1st yr.—Indiana  
 Zurcher, Norman, 1, 2, A.B., f—Indiana

# Index

Absences -----	26
Accounting, Courses in -----	97-99
Accounts, Adjustments of -----	21-22
Accreditation -----	14
Administrative Officers -----	5
Admission	
By Certificate -----	23, 24
By Examination -----	24
To Advanced Standing -----	24
Archery -----	45
Art, Courses in -----	63
Astronomy -----	79
Athletic Organizations -----	15, 16
Attendance Requirements -----	26
Baccalaureate Degrees	
A.B. -----	31
B.Mus. -----	31
B.S. -----	36
Th.B. -----	35
Band -----	57
Bible, Courses in -----	82-94
Bible, Credit on A.B. Degree -----	31
Biology -----	74
Board of Trustees -----	4
Boarding Facilities -----	18
Bookstore -----	18
Botany -----	75
Brass Instruments, Courses in -----	55-57
Buildings and Grounds -----	13
Business, Courses in -----	96-99
Calendar, College -----	2
Catalog of Students, 1951-52 -----	110-120
Campus Leaves -----	17
Chapel Attendance -----	26
Chemistry -----	76
Choirs -----	16
Christian Workers -----	16
Church History -----	85
Church Services -----	17
Classical Languages and Literature -----	65-66
Classification of Students -----	24
Classification of Music Students -----	47
Clearance Week -----	27
Clubs, Departmental -----	15
Committees of the Faculty -----	5
Council, Student -----	15
Courses of Instruction -----	39-107
Degrees Conferred in 1951 -----	108-109
Economics -----	99
Education, Courses in -----	40-42
Electives on A.B. Degree -----	31
Employment, Student -----	22
English -----	67-69
English, Remedial -----	67
Entrance Requirements -----	23, 91
Examinations	
Entrance -----	23
Freshman English -----	67
Proficiency -----	28
Expenses, General -----	19

Faculty -----	6-11
Fees -----	19
Fees, Laboratory -----	19, 20
Fees, Music -----	20, 21
Financial Arrangements -----	21
French -----	70-71
General Graduation Requirements -----	29, 30
German -----	71
Government and Discipline -----	17-18
Government, Courses in -----	105
Grading System -----	27, 29
Graduation Honors -----	29
Graduation Requirements	
Bachelor of Arts -----	31
Bachelor of Music -----	36
B.S. -----	31
Bachelor of Theology -----	35
Graduation Requirements, Minimum -----	30
Greek -----	65, 66
Health Services -----	22
History of College -----	12
History, Courses in -----	100-102
Home Economics, Courses in -----	103-105
Honors, Graduation -----	29
Honors, Organizations -----	28
Incompletes -----	27
Institutional Objectives -----	14
Latin -----	66
Library -----	13-14
Library Science Courses -----	44
Literature, English -----	68-69
Loan Funds -----	25
Location -----	12
Mathematics -----	77-79
Modern Languages -----	69
Motor Vehicles, Use of -----	17
Music, Advanced Standing -----	47
Music, Composition, Conducting -----	57, 61
Music, Church -----	60-62
Music, Credit on Non-Music Degrees -----	48
Music Diploma -----	47
Music Education -----	62-63
Music Ensemble, Courses in -----	57
Music, Ensemble Regulations -----	48
Music, History of -----	59-60
Music Literature -----	59
Music Organizations -----	16
Music, Student Regulations -----	47
Music Theory, Courses in -----	57-59
Organ, Courses in -----	52
Organizations, Student -----	15, 16
Orientation for Freshmen -----	25
Phi Delta Lambda Honor Society -----	28
Philosophy -----	93-95
Physical Education, Courses in -----	44-46
Physics -----	79
Piano, Courses in -----	49-51
Political Science, Courses in -----	105
Post Office -----	18
Pre-Actuarial Science Curriculum -----	37
Pre-Engineering Curriculum -----	37
Pre-Medical Curriculum -----	36
Psychology Courses -----	42-44

Public Speaking -----	72-73
Publications, Student -----	15
Purpose -----	14
Radio -----	73
Registration Procedure -----	25, 26
Religion, Credit on Non-religious Degrees -----	81
Religious Activities -----	16
Religious Education -----	88-90
Religious Organizations -----	16
Scholarship Requirements -----	27, 28
Scholarships -----	25
Sociology, Courses in -----	105-107
Spanish -----	71, 72
Speech -----	72
Student Council -----	15
Student Responsibility -----	27
Student Roster, 1951-52 -----	110-120
Summer School -----	2
Swimming -----	45
Teacher Certificates -----	39
Teacher Placement -----	39
Terms, Financial -----	21
Theology, Courses in -----	84-88
Tuition Fee -----	19
Violin, Courses in -----	52, 53
Voice, Courses in -----	53-55
Violoncello -----	53
Withdrawals -----	22
Woodwinds, Courses in -----	55-57
Zoology -----	75, 76



